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ABSTRACT

A kindergarten teacher working at a school on a military base located on an island in the North Atlantic used improved methods of communication to design a practicum intervention to improve the behavior of kindergarten children who resided on the base. The goal of the practicum was to improve the behavior of the children through: (1) frequent written and phone communications between home and school; (2) a monthly newsletter; (3) provision to parents of information about youngsters in the class; (4) various aids to parenting; and (5) answers to questions that parents had asked about procedures, practices, and curriculum. Four scheduled parent workshops provided specific information on behavioral difficulties, the importance of nutrition for the kindergarten child, the child at-risk for learning problems, and practical ways to help the young school child. Findings of practicum evaluation efforts indicated positive outcomes. Plans have been made to continue the program. The appendices include kindergarten handbook materials (about 40 pages), parent questionnaires and results, and a readiness test and scores. (RH)

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Improving Behavior of Kindergarten Children Through Effective Training and Communication

by

Patricia Brown

Cluster XXVIII

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A Practicum I Report presented to the Ed.D. Program in Early and Middle Childhood in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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February 6, 1989
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This practicum report was submitted by Patricia Brown under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the Degree of Doctor of Education at Nova University.

Approved:

March 6, 1989
Date of Final Approval

Wanda M. Slayton
Wanda Slayton, Ph.D, Adviser

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TABLE OF CONTENTS

Page

ACKNOWLEDGEMENT iii

TABLE OF CONTENTS iv

LIST OF TABLES v

ABSTRACT. vi

Chapter

I INTRODUCTION

A. The Work Setting and the Community. . .1
B. Writer's Role and Responsibility. . . .2

II STUDY OF THE PROBLEM

A. Statement of the Problem. 5
B. Evidence of the Problem 7
C. Analysis of the Cause 8
D. Review of the Literature 9

III ANTICIPATED OUTCOMES AND EVALUATION

A. Statement of General Goal. 14
B. Behavior Expected and Assessment Instrument 15
C. Description of Plan for Analyzing Results. 15

IV SOLUTION STRATEGY

A. Alternate Solutions. 17
B. Strategy 18
C. Calendar of Events. 23

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

A. Results. 26
B. Conclusions. 28
C. Recommendations. 29
D. Dissemination. 30

REFERENCES. 31

BIBLIOGRAPHY. 34

Appendices
A KINDERGARTEN HANDBOOK MATERIALS. 43
B PARENT QUESTIONNAIRE. 86
C TEACHER COMMENTS. 88
D READY STEPS TEST. 90
E READINESS SCORES. 96
F WORKSHOP PROGRAM. 98
G PARENT LETTER OF INVITATION. 100
H POST QUESTIONNAIRE FOR PARENTS.. 103
I PARENT QUESTIONNAIRE RESULTS. 105
J LETTERS REQUESTING APPROVAL. 109
K SPEAKERS LETTERS OF INVITATION. 113

LIST OF TABLES

Table
1 Retention in Kindergarten. 12

2 Parent Workshop Participation. 28

Abstract

Improving Behavior of Kindergarten Children Through Effective Training, and Communication. Brown, Patricia, 1989: Practicum Report, Nova University, Ed. D. Program in Early and Middle Childhood. Descriptors: Kindergarten/Early Education Curriculum/ Behavior/ Discipline/ Nutrition/ Volunteer training/ Parent Participation/ Parent-Teacher Cooperation/ Parent-School relationships.

This practicum was designed help improve the behavior of Kindergarten children on a military base through better and more effective methods of communication between the parent, teacher and school. The primary goal was to provide the parents with information to recognize unacceptable behavior in the home through proper supervision of activities, television, and nutrition. The secondary goal was to encourage parent-teacher-school communication through workshops, and guided information on the Kindergarten curriculum, developmental processes, and behavior. Through improved parenting skills it became evident that communication between the home and school would improved and as a result the behavior of the children would also show a marked improvement.

The writer administered an assessment questionnaire at the beginning of the workshops and another at the conclusion of these worksessions. There was a needs and opinion survey given to the teachers, planned and organized workshops for parents and information disseminated on each topic. Encouragement was given for parent participation in the school program through a series of parent involvement sessions in the classroom; prepared monthly newsletters with information about the classroom, curriculum, children, and suggestions. There were parent conferences scheduled throughout this time.

In analyzing parental responses to the activities, parental involvement proved positive at the end of this practicum period. There was 83% participation in the holiday intercultural experience and parental involvement in the classroom either in demonstrations or helping from 9 of 18 sets of parents. Five of the eight parents were active duty military service personnel. The results of the

interviews and newsletters were positive. The parents gave evidence of a positive response to the monthly newsletter, but hesitated to volunteer any information for them. Attendance at workshops did not proved successful, although the speakers and topics were excellent. The parents who did not attend received the materials provided. It is planned that this program continue throughout the year and serve as the core for encouraging parent participation in the school next year.

CHAPTER I

A. The work setting and the Community

This small military community is located on an island in the North Atlantic. It is situated on the same latitude as Paris, France, and the weather is similar to London, England. The intense fog, and fierce winds produce a sturdy population able to endure many things. Because the people of this area are primarily descendants of English speaking countries, the American population of the bases do not encounter any language barriers with the Newfoundlanders. The small military community composed of both American and Canadian forces is situated strategically in a rocky terrain not far from the local communities. The school has an enrollment of about one hundred (100) students; due to the nature of the military community, the enrollment fluctuates during the school year. At this point in time, the command still honors accompanied duty for the military persons, and the length of posting is three years for families. Unaccompanied duty is two years; civilian personnel can either transfer after a year or extend the length of hire for another year.

At this time there is only an elementary school (Kindergarten-Grade 8) on the base. Dependents of military members in other grades have several options for children to continue their formal education. They can attend school in

the local areas, continue education in the States, or attend the Department of Defense High School in London, England. The socioeconomic strata of the community varies due to the rank structure of the military. There are many single parent families, and several single service members. All are employed by the US government. Food prices and home merchandise is less expensive on the base than in the local community, where the tax is 11% added to the already higher prices. The competitive prices of the States are considerably lower than either the overseas military base or the local overseas community. Alcohol and tobacco prices are considerably higher on the economy, but considerably cheaper on the base. This provides the answer to many of the questions on family problems.

B. The Writer's Role and Responsibilities

Living in this location for eleven years, and completing ten of these in Early Childhood Education, the writer is prepared to give an accurate account of this problem and offer solutions to help alleviate some of the problems. As a teacher and parent, the writer would like to see optimal conditions in the Early Educational system. Through experience and concern that the child should be the center of interest in the family unit, this study is being submitted. The writer will present the problems and various methods of assistance to parents through worksessions/workshops which will optimally provide help and

implement the total educational program in the school.

The writer teaches the Kindergarten class with eighteen students in the military community. There are no screening programs or evaluative materials for the Early Education Program at the Kindergarten level. The health requirements and immunization must be current and are performed in the military clinic.

With the exception of one child, there has been no indication of any special needs children in this class at this time. The one child was identified by the Kindergarten teacher and through comprehensive testing that child was given special help through the Medical Department as well as the Special Education Department. After being psychologically tested, she has been placed on an Individualized Educational Program (IEP) and is taking ritelin at the recommendation of the medical authorities. Through the consultations with the Case Study Committee and the parents, P.L.94-142 was implemented, providing the child with individual assistance required and necessary under the federal mandate.

The writer is also Music Specialist for the general music program in grades 1-8, as well as a teacher of Social Studies - Grade 3. Realizing the necessity of Community Involvement, the writer has been visible in the local community, and has maintained good communication with the

Pre-School and Child Care Director and staff. The readiness and healthy development of children in the early years of 4 school presents import to the writer and the military's plea for "Quality of Life" has become a main thread for this endeavor.

CHAPTER II

STUDY OF THE PROBLEM

A. Statement of the Problem

In an attempt to help children understand themselves and their environment, the Kindergarten School Program has a philosophy which encompasses the child's social, emotional, cognitive, and motor development. The combination of the educational theories of Piaget, Erikson, and Dewey, along with the contemporary ideas from Montessori and the British Infant Schools (Fischer and Lazerson, 1984) make up the philosophy of the U.S. Overseas Schools for Early Education. This is also offered as the philosophy of G.Lall, Ph.D. and B.Lall, Ph.D. (1983). The unwritten philosophy of making Kindergarten a place where unexplored activities, interests, and ideas are fostered and given a chance to grow, while encouragement provides the child with incentives to continue the exploration in education where opportunities for excellence are offered to all children. The Kindergarten Handbook for Parents as well as introductory materials are given to the parents at the start of the school year, (Appendix A) in an attempt to encourage a better understanding of the Early Childhood Education Program in Kindergarten, and the needs of the young child, and provide a vital means of establishing a good rapport and communication with the parents early in the year.

It is apparent that the philosophy and all the initial efforts to provide understanding and good communication are not enough. There still appears to be a lack of communication and understanding in the Early Childhood Program between the child and the parents, the teacher and the child, and the parents and the teacher. This atmosphere provides an atmosphere for nurturing inappropriate behavior and fosters the child's lack of incentive in the program. Communication between the home and the school has been the problem and the source of interest for several years. It appears that Dorothy Barusch (1939) has had many of the same problems, along with Nancy Kristensen and Jean Billman (1987). Their solutions reflect many similarities. Some of the parents offer their preconceived ideas on the amount of academic progress which they feel should be achieved at this level, and what goals they have set for their child. These parents may be disappointed with the learning of readiness skills and the experiential nature of the Kindergarten Program as recommended by Sue Bredekamp (1986) in the NAEYC publication, Developmentally Appropriate Practices... and Joan Moyer, Harriet Egertson, and Joan Isenberg (1987) in the ACEI position paper offering appropriate practices in the Kindergarten. The real misconcept of the Kindergarten readiness program is evident in many of the structured academic oriented kindergartens which still exist in today's society. Another type of parent is the one that offers

Kindergarten as a place which offers children care while the child WAITS for FORMAL EDUCATION in Grade One. In all these cases the lack of understanding from opposing views of parents and the confusion of the child not knowing what is expected ...or what to do, provide a non productive atmosphere and a place where less-than-optimal communication is realized. The problem of lack of parent communication promotes unfounded ideas, lack of understanding, and inappropriate behavior from the children. Perhaps the problem is intensified with the two opposing goals for learning at this level as evidenced by Tinker (1971). Many school districts have identified these goals and list them as crucial to excellence in the Early Childhood Curriculum. (Parent involvement in California Public Schools, (1987). School systems across the nation have become aware of this contemporary problem (of old.) Through research, innovation, and planning, they are beginning to think of the best possible education for the "leaders of tomorrow!"

B. Evidence of the Problem

It appears to the writer that the parents of all children are interested in providing what is bet for their offspring regardless of which philosophy and type of developmental program is offered at the school. To provide evidence of this, a questionnaire was devised and presented to all the parents of the children in the Kindergarten

classroom at this location. The main focus was to see more about the background of the family and to see if there are any behavioral problems that exist in the homes. (Appendix B). With the lack of understanding for the Kindergarten Program as evidenced by educators, parents and students in this location, the writer was able to support this problem adequately. With the comments from all three sectors, (Appendix C), it has become apparent that there is a real problem based on communication which needs to be remedied. The inappropriate behavior at the beginning of the school year has also shown the lack of communication. This can be seen in the Readiness Test Scores as evidenced in the Ready Steps, readiness test from Houghton Mifflin Basal Reading Series, 1981 (Appendix D). After the initial testing and the parent involvement in the classroom, the results reflected an increased score. (Appendix E).

C. Analysis of the Causes

The major cause of this problem is the lack of communication between the home and the school with minimal understanding of what the Kindergarten Program involves. The behavior of the children presents the results of this problem. Similar problems are noted by Jennifer Birckmayer (1982), Anne Soderman (1983), Alice Honig (1985), and several other researchers concerned with the impact of discipline and the behavior of children. Through lack of parental understanding, poor nutritional habits, and

unsupervised television viewing, the child is left to grow, in many cases, at will and with no real home nurturing. The addition of excess sugar and the intake of non nutritional foods has been a concern of B. Mills, and V. Rahardjo (1987) as well as J. Fagan (1987-88). Even the "flowers of the field" have sun and rain to provide growth for them. The lack of parental understanding is evidenced from a conference with the parents at the initial meeting as the child entered the Kindergarten Class. The behavior is evident from classroom observation and the similar actions and mannerisms are reflected in the "play time" behavior both in and out of the classroom setting. Through inquiry the indiscriminate and unsupervised television viewing and the poor nutritional habits of 70%-80% of the Kindergarten population there is adequate support for the reality of this problem. Singer and Kelly, (1984), mention this as a significant problem in today's world.

D. Review of the Literature

These problems experienced by the young children are most often evidenced in the home. U. Bronfenbrenner (1973) is convinced that any improvement in the child's development can only be evidenced with the change in the home and the parents. Parents obviously have an important role to play as the stimulus for educational and developmental growth of their children. The emphasis on home/school communication

and understanding is demonstrated by Umansky (1984, Dec.) as a key issue in achieving success. Graybill's study (1978) shows that attitudes and care of the accepting parent has a direct positive affect on the child whereas the reversal, using disciplinary measures, has negative results. Canter (1982) shows evidence that these problems exist; he offers suggestions for assertive discipline. The problems that the parents face in the home situation have a direct effect on the child. Duncan (1979), Troyer (19797), Briggs and Walters (1985), and Planzer (1978) are just a few of the researchers who have written of the problem facing our young people as victims of single parent homes, or divorced parents. McAfee and Nedler (1976) have outlined the changes and the problem genesis in our society. The way that children are taught in the homes and the way that parents learn about child rearing has a definite bearing on the outcome of these societal difficulties. While statistics do provide an impersonal view, they present evidence that there is a problem in parental involvement with the school. Nedler (1979) has shown several factors which have an effect on family development in our era.

* Over 50% of the women are employed and over 30% of all women who have young children work outside the home.

* The U.S. divorce rate is at an all time high. Approximately one in two marriages in the U.S. end in divorce.

- About 10 million children between the ages of 0-18 are from divorced parents.
- Single parent families are increasing due to the divorce rate and lack of remarriage.
- The woman has become the head of the household in more than 7.2 million cases.
- The stable, multi-age communities with the extended families have been replaced by communities interested in self and age.
- Childbearing among young adolescents is showing an increase, with young parents having less experience in techniques and methodology for child rearing.

These family difficulties present a definite problem for the young child growing up and being able to cope with today's society. Many of these fears also add other fears. The concept of death can present insurmountable difficulties for the young child. Swick and Duff (1979) offer rationale to suggest that these problems actually do exist for the young child and offer several solutions for them.

The behavior of the child in the school has often had negative influence on the child's productivity and as a result has been one of the determining factors for the child's retention in Kindergarten. The immaturity and lack of readiness has also had an effect. Because the children in the school used for this study came from a variety of areas in the United States and Overseas, the entrance date for Kindergartners presents another problem in the school

setting. Listed are the number of retentions in Kindergarten for a period of five years. From the Kindergarten retentions, the age factor presented a conflict as there was not the prescribed readiness for First Grade even though the reports written by Smith and Shepherd (1987, Oct.) and Niklason (1987, Oct.) both indicate that retention at this level has little or no effect and perhaps the adverse reaction would be realized for the child within the next two years.

Table I

Retention in Kindergarten

Year	Kindergarten
1983-84	0
1984-85	2
1985-86	1
1986-87*	3
1987-88*	2

*Since 1986 there have been more children in each class and the number of children who were 4 yrs. old at enrollment was greater. The cut off date is December. Starting 1989-90 and for the next five years there will be a month added on so that eventually all children will be 5.0 at the start of the school year.

From the literature review, the materials presented, and observations made by the teacher, there is no question that there is a lack of positive communication between home and school and this is a definite problem for the child in

school. The need for positive communication is necessary. The child's behavior is often the result of his nutritional intake and his television viewing. It has been asserted by Stefanie Weiss (1988, Oct.) that good nutrition helps a child learn and conditions positive behavior/ The responsibility lies primarily in the home as primary education begins there. The parents have this responsibility, and with the teacher and school as helper, parents can experience a notable positive turnabout in the developmental growth of the child.

CHAPTER III

ANTICIPATED OUTCOMES and EVALUATION

A. Statement of General Goal

This Practicum which is entitled Improving behavior of Kindergarten children through effective home/school communication and training serves a the written tool and will present the outline of the problem. It will demonstrate in writing the problems in the Early Childhood Education program at this school. The goal is to improve the behavior of the children through maintaining frequent home/school written and phone communications as well as a monthly newsletter, keeping the parents aware of information about their youngsters in the class, various helps to parenting, and answers to questions that the parents have asked about procedures, practices, and curriculum. Four scheduled parent workshops provided specific information on the following topics: (1) Behavioral difficulties, how to recognize them, and what to do about them, (2) Nutritional importance for the Kindergarten child, the Child Abuse problem, (3) the child "At-Risk for learning" in the schools and other learning problems, (4) Practical helps for the young child, the U.S. Navy's charge to continue the "Quality of Life" program shown through the Child Care Center and Nursery facilities at this location. (Appendix F) Parents received personal invitations with the complete schedule listed along with their questionnaire (Appendix G).

B. Behavior Expected and Assessment Instrument

A questionnaire was developed and presented to the parents before beginning the formal series of workshops and personal contacts. (Appendix F) All parents having children in the Kindergarten class received this and results were shared with them at the final workshop. The questionnaire included a section of demographics, parental concerns regarding the developmental growth of the child, knowledge of parenting skills, and current educational practices in the home. There was a segment of the questionnaire regarding the parental opinion on the report card, as the written means of evaluation currently used in this school. To determine whether the home/school information presented was effective, through written communication, personal contact, and parent workshops, another post questionnaire was developed using many of the materials presented on the initial questionnaire (Appendix H). A reaction sheet was completed at the conclusion of each workshop and final reaction sheets were given to all the parents (Appendix I). Written documentation of all the objectives were listed as to those that were met and those that were ineffective.

C. Description of the Plan for Analyzing Results

The information from personal contact and the questionnaires helped in determining the nature of the parent workshops. Although a schedule of topics were listed, there was a degree of flexibility as to the amount

of time and omission of some topics which did not prove to be effective in this setting. Topics selected were those which dealt with school curriculum, behaviors of the child, the early detection of learning difficulties, the child "at risk" for the learning situation, the factors which promote negative behavior, and helps in achieving better home/school communication. As the tabulation was completed, results were explained to the parents. In addition to this, there was a continued monthly newsletter, and frequent communication with the parents. Parent involvement in the classroom activities was heightened.

CHAPTER IV

SOLUTIONS and STRATEGY

A. Alternate Solutions

Parents were encouraged to participate in this effort to enhance home/school communication and demonstrate ways to improve behavior as well as foster positive developmental growth in their child. Through the many home activities offered for parents, through reading the written messages from the school, the parent interviews and workshops, the objective for this Practicum was realized with positive results and optimism for the continuation of this communication. Miller, Glazer and Brown, Kristensen and Billman, Nedler and McAfee, Elaison and Jenkins, and Stocker are only a few of the psychologists and researchers that have indicated the importance of involving parents in the Early Learning Program. Good communication between the home and the school is not a "frill", but a necessity if optimum results in child developmental growth is the goal. The added factor in this Practicum involves children with at least one parent in the military in a military environment, and observing whether this factor has any effect on the child, the parents, the school, or the communication between them. Karen Merchant and Frederic Medway (1987) present their observations with regard to achievement associated with the mobility of the military families; Maj. Jensen,

M.D., MC, Col.Lewis,M.D., MC, and LTC Xenakis, M.D.,MC review the context, risk, and prevention of problems in the military family. The plans for parent involvement were presented to the Executive Officer and the Principal of the school for approval at the onset of planning this project (Appendix J). A variety of techniques and training was given to the parents to increase the communication between home and school, teacher and parent. The inclusion of parent sections in most academic materials in the curriculum emphasizes the import of the parent's role in the educational process. These additions to the child's texts includes the parent in the learning process and gives the parent a share in the child's learning world.

B. Strategy

Through the works of C. Nash (1981) several ideas have been organized to help parents realize their privilege and responsibility in the learning process of their child. Worksheets to increase nutritional awareness as well as a survey of the results of television viewing was presented to the parents in an effort to create an awareness of these as the beginnings of positive communication involving the welfare of the child. Barbara Hopkins, Learning Diagnostician (Memorial University of Newfoundland), offered many ideas and provided ideas for discussion on the Early Childhood Education Program. Mrs. Becky Girouard, RN, and Mrs. Susan Bucher, RN, Health and Nutritionists, discussed

the need for proper food, and eating habits of the young child. They stressed the necessity of good eating habits at this young age as a important part of the developmental growth process. Many classroom games and activities were also shown to the parents which were an extension of the classroom; lectures presented and added the confirmation to the fact that nutrition should be a part of the educational awareness here at this location. As part of the U.S. Navy's concern for children as victims of child abuse, both Mrs. Girouard, RN, and Mrs. Susan Bucher, RN, provided additional insight to this contemporary problem in our society. Mrs. Patricia Brown, Kindergarten teacher, offered several practical suggestions for language and mathematics development which could be used in the home as well as the goals and objectives for the Early Childhood Program in this school. Mrs. Marsha Cummings, Child Care Director, and Mrs. Jeannie Eagen, PreSchool Teacher, offered the social needs and services of the Child Care/PreSchool facility on the base. All the speakers combined the parent involvement with the U.S.Navy's goal to improve the "Quality of Life." (Appendix K).

These workshops were conducted in the Kindergarten classroom. The individual parent conferences were also held in the classroom. Ideally there should have been better parent participation for the workshops. The writer is discouraged at the low participation, but encouraged with

the subsequent activities. The positive attitude of the parents for all other parts of this endeavor for strengthening communication proved to show that most parents are interested in the developmental growth and behavior of their child.

Parent involvement was evidenced in the number of parent participants in the classroom activities. All but two of the parents who came in for the demonstrations of a skill or trade were active duty military personnel willing to give of their time and talent to help their own child as well as share their knowledge with the others in the class. One child's father, currently working in the Security Department visited the class and explained the need for children to understand and trust the police and to be careful of strangers. He also explained his job to the children and invited their questions. This was done to alleviate fears and build confidence in the police force. Another mother of a boy in the class works as a Dental Hygienist on the base and she brought in information, pictures and skills about healthy preventative dental care. The highlight of this visit was offering the children their own toothbrush and toothpaste from the Dental Department. Another little boy's mother is a professional cake decorator and she was invited in to decorate cookies on one occasion and on another occasion she helped the children decorate a cake for a party with the children from the local school.

Another child's mother works in a technical field and although much of her work is not able to be understood or shared with the children, she offered to come into the classroom and help the children with the computer, she helped them bake cookies, and she returned to present a demonstration on the "Amazing Light Bulb" for a science lesson. Two mothers volunteered to help the children with an art project painting their life size body pictures. One of the girl's mother shared her collection of American Indian books and keepsakes. She even taught an Indian Dance to the children.

With the interest high in positive behavior, another two parents, not from children in this class, volunteered to come in with a professional puppet show giving thoughts and ideas about good behavior. Another girl's mother who is skilled in physical education, presented games and exercise using the theme of fair play and taking turns. Much of the positive developmental patterns of growth were stressed. Additional parent involvement come as the children visited the commissary, where one little girl's father, who is in charge, gave many interesting facts about the work he does. He also presented several others in his work setting and explained their jobs. More visits to the work places of the parents are being scheduled through the school year, presenting a more positive setting for parent involvement and communication. Although there were two volunteers to

help in the classroom on a regular basis, the schedules changed and at this time there are about three who are able to help on occasion.

The conclusion of the formal parental involvement came with the invitation to a local Kindergarten class to join in a cultural holiday sharing during the Christmas time. All but two parents were able to participate in this program. Some worked on refreshments and some actually shared a craft table decoration with both sets of children. Represented were crafts to be made from the American Indian, Newfoundland, the Jewish celebration of Hanukkah, the Afro American, Italian, German, and American cultures.

The type of communication along with the parent conferences, and the monthly newsletter, were initiated at this time, and at the request of the parents will be continued throughout the school year.

Nedler and McAfee (1979) clearly emphasized this communication as a necessity. Parent involvement haws always been a part of the educational process, yet the time and roles of the parent, teachers, and administrators, have taken on a variety of roles. The overriding goal of this program will be to meet the emerging needs of all young children through QUALITY EARLY CHILDHOOD programs. In order to achieve this, both home and school must be willing to

look at their roles in a new light and develop more effective home/school communication. Care must be given to insure that the Hawthorne Effect or the Pygmalion Effect does not become evident in these sessions or in the end result. (Borg, W.R. and Gall, M.D.,1983) The most important factor should be increasing home/school communication with the prime focus on the child. It is through the efforts of parents, teachers, and the school that the prime focus of attention will be centered on the child and the results will show positively.

C. Calendar of Events

July, 1988	Upon approval of PPQ, initial research materials were collected/organized.
	Met with Principal and discussed the possibility of doing this project in the current location.
	Permission was granted from the Principal. (Appendix J)
August, 1988	Submitted and obtained approval for outline.
September, 1988	Typed and submitted the Proposal for approval.
	Arranged the speakers for the Parent Workshops. (Appendix K)
	Organized materials for parent contact and parent workshops.

October, 1988	Received permission to implement this project. Sent invitation letters to parents (Appendix G). Organized an "all out" campaign effort to secure parent interest. Met with the Executive Officer of the base and discussed this plan with him, securing his approval and permission. (Appendix J). Confirmed the dates with the speakers for the parent meetings.
October/January 1988-1989	Continue three month implementation.
November, 1988	Parent workshops, followed by questionnaires, and results. (Appendix I). Initial parent conferences scheduled.
December, 1988	Parent involvement plan to bring at least 14 of 29 parents into the classroom or be made available for experiences with the children. (19 were present to help in the holiday experience.)
January, 1989	Continue Parent involvement through demonstrations in the classroom. Schedule parent conferences as necessary. The monthly newsletter with parent input was initiated, but not as successful as planned.

	Completed evaluation and summary of questionnaires.
	Prepare an evaluation summary for the parents.
	Other results are seen in the final report by the Principal, the Commanding Officer, and the Guest Speakers.
January/February 1989	Revisions and conclusion were written for this Practicum.
February, 1989	Final Report is sent to Advisor and Nova University.
February, 1989	Report Revisions were accepted.
March, 1989	Typed and submitted final Report.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

A. Results

The first goal of this practicum was to affect a positive change in the behavior of the children in the Kindergarten classroom which is located on a military base. The parents were presented a Pre-Information Questionnaire and Information Form before the workshops were begun to assess behavior with the child's home situation. Results are listed in Appendix I. In realizing this problem it was apparent that the secondary goal, to improve communication between the home and school, took on a more relevant role than the first goal. There was a great possibility that both of these goals would interrelate. The specific goal, to improve communication was realized as necessary, as evidenced in the Parent Involvement questionnaire (Appendix I) in which the parents obviously had little involvement in the school, for various reasons. In the initial questionnaire, it was apparent that the selection of items that did not require much...or those that were non-threatening or those that didn't require additional skill. Parents felt unprepared and insufficient in helping in the classroom as the emphasis and whole responsibility of the education of children was on the schools. The tone of the parents at the beginning workshops reflected this philosophy almost exclusively; however, at the last workshop it was evident that the tone had changed and now the parents were more receptive to the need for parents to become more

involved in the classroom with their children (Appendix H). Parents were now beginning to see how important it is to establish lines of communication with the school. This was realized and demonstrated at a holiday intercultural experience in the school. All but three parents were represented as helping in some way. Some directed crafts and activities, and some arranged for refreshments and served them.

In the two months that followed, there were several parents who came into the classroom to share their skill or trade with the children. There were eight (8) parents who volunteered to bring a "special skill" into the classroom. Of that number all but three (3) were active duty personnel...and parents of the children in the class. The experience that each person provided to the children was beneficial to all the students, but especially meaningful to the child whose parent was doing the explanation.

The parent monthly newsletters provided many graphic extensions of the materials presented in the classroom and were appreciated by all the parents. There were no volunteers to add things to the newsletter each month.

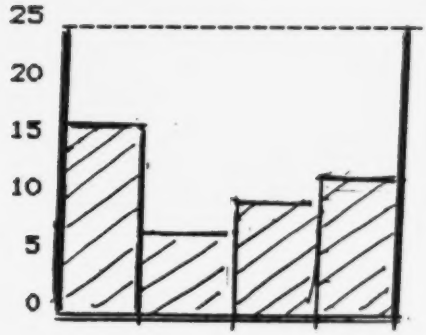
The parent conferences were scheduled by the school, and after the first conference it was apparent that there was little explanation as to the development of the young child. The need for a relaxed and conversational conference

was necessary. After the first workshop and the discussion that followed, it was easier to communicate with the parents. Conferences were scheduled on a more frequent basis with a more relaxed feeling of both teacher and parent.

B. Conclusion

It is evident that the parent involvement, monthly newsletter, and interviews were appreciated and parents were able to add more input and suggestion after the initial workshops were presented and explained. The series of four parent workshops provided a tremendous amount of information on all phases of the developmental growth of the young child, but for unknown reasons, they didn't attract many parents and the participation in them was low.

Table 2



I Intro to Kindergarten Curriculum (15)

II Nutrition/Child Abuse (6)

III Child At Risk for Learning (8)

IV Practical Helps/Child-Care (10)

The parents who did attend the meetings gave positive comments. (Appendix G) Of the group that attended the workshops, there were four (4) that attended all of them, and six (6) that attended 3 of the 4 workshops. The causes for the lack of attendance at these meetings can be attributed to a variety of reasons from membership in another activity at this time to disinterest in coming to school in the evening to apathy which is common on a military base. There is a trust that the educators will "take care" of the education of the children. However, the parents who did not attend were given the materials distributed at these sessions along with a brief synopsis of the contents of the workshop.

C. Recommendation

The writer has specific recommendation for the continuation of this program. For the short range goals affecting the remainder of the school year, there will be a continued follow-up of parental involvement in the class. Parents will be invited into the classroom frequently and this writer will attempt to formulate activities to encourage participation in the Kindergarten program. The monthly newsletters will continue with another attempt to involve parents in contributing to the material contained in them. The need for continued interviews and conferences is essential to maintaining good communication between home and school. Either personal or phone conferences to make

parents aware of their child's activities should improve communication and help parents know that they have a share in the educational process of their child.

D. Dissemination

The results of this practicum project were shared with all who were involved in this project in any way. A copy of the practicum was presented to the Superintendent of the DoDDS Atlantic Schools in London, England. Another copy was given to the Commanding Officer of the military base used in this project in hopes that some of the information might be useful in future planning. A copy was also given to Memorial University Library of Newfoundland, Canada, to assist in planning future Kindergarten and Early Childhood Programs. The writer was also available to members of the local schools for help in planning a program which involved parents in the the curricula.

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KINDERGARTEN PARENT

HANDBOOK

1988-89

A.L. BRISTOL
P.BROWN

USING THE GUIDE

DoDDS would encourage each region to expand this volume by developing appropriate enabling objectives for each of the instructional objectives included. This can be done by regional teams or by the teacher at the local level. The enabling objectives developed would state in the most precise manner what it is you will do with youngsters to help them achieve the objectives. Probably you are doing very successful things now which can be described and placed in the book. Ultimately, DoDDS would like to see an exchange of enabling objectives among all of the regions.

Also, we would urge teachers at both the local and regional levels to begin to develop activities based upon the kindergarten instructional objectives included in this guide. No doubt you are already providing experiences related to each of them now. Adding them to the book and exchanging them with other teachers in your school, region, or worldwide is another means of expanding the usefulness and resourcefulness of "Kindergarten is Experiencing."

The guide format was designed so that entire sections of it could be easily removed, reproduced, and redistributed as needed. In particular, all of appendix D, "Activities to do at Home," can be easily reproduced and sent home in order to assist parents to become more involved in their children's learning experiences.

Other sections of this book are also important to share with parents; for example, those on the characteristics and learning modalities of the kindergarten child.

You will find your own ways and means of integrating the contents of this volume into your program. If you discover new ways of using it or have found new teaching resources which you believe should be incorporated into "Kindergarten is Experiencing," share your discovery with others in your school and region, and help us build toward excellence in the DoDDS kindergarten program.

* This guide is used in the schools and the material contained in it is available to the parents as well.

WHEN YOUR CHILD STARTS SCHOOL

He should:

1. Be able to use the bathroom on his own.
2. Know the safest way to and from school.
3. Be able to tie his shoe laces.
4. Know his own belongings. (these should be marked with his name).
5. Be able to put on his own clothes and rubbers. (Please make sure that his rubbers are large enough for him to put on and take off easily.)
6. Be able to tell the teacher:

   - his full name and address
   - his age
   - his mother and father's first names
   - his brother's and sister's names

HOW YOU CAN HELP YOUR CHILD BEFORE HE GOES TO SCHOOL

1. Encourage your child to:
   -play with other children
   -share his toys
   -finish tasks such as putting away his toys
   -use "thank you,"please", and "excuse me"

2. You should read to your children often, tell him stories, and let him tell you stories.

3. You should praise him when he does something well.

4. You should encourage your child to play educational games such as Letter Blocks, Lego, Counting Games, Number Games, and Games that tell time.

5. You should encourage him to watch Sesame Street and Mr. Dressup.

6. Give your child practice in using scissors, coloring books and crayons - especially coloring books with letters and numbers.

7. Always answer the child's questions with an explanation rather than simply "yes" or "no".

8. Your child should have heard nursery rhymes often and should know some himself.

9. Your child should know such common colors as white, black, red, brown, yellow, green, and blue.

10. IF YOUR CHILD SHOWS AN INTEREST in printing, help him print his own name.

PHILOSOPHY

Kindergarten is an integral part of the Department of Defense Dependents Schools (DoDDS) educational program. Kindergarten is unique in its educational importance because it is here that the feelings children have about learning and about themselves as learners are developed. Successful learning experiences at this level foster the development of positive self-concepts, attitudes, and skills that are the foundation for learning within the school environment.

An effective kindergarten program is based on sound principles of child growth and development and provides a caring, stimulating, and secure environment designed to facilitate and enrich the social, physical, aesthetic, and intellectual growth of children.

It is recognized that young children learn through concrete experiences in their own time and at their own pace and that individual needs and differences must be provided for. It is also recognized that the process through which children are guided to learn is as important as the program content.

Communication and cooperation between the home and school are essential in ensuring that children's experiences are positive and successful.

ACTIVITIES TO DO AT HOME

ACTIVITIES to do AT HOME can reinforce what is happening at school and assist parents in communicating with their children. They can be included in newsletters or sent home as special bulletins.

LANGUAGE

The development of good speech and language skills is essential in our society. The young children are at an age most critical for building a solid foundation in these skills. You, as a parent, play the major role in your child's acquisition of speech and language. Every contact you have with your child adds something to his/her ever-expanding world. Your efforts to enrich his/her daily experiences will be very rewarding.

Daily home life provides numerous opportunities for you to help your child develop or improve his/her speech and language skills. There is no need to purchase special toys or materials, as you have a wealth of useable items in your home. Both parents, as well as older siblings, are instrumental in the child's development.

Time is a precious commodity. It is the quality more than the quantity of time spent with your child that counts. These activities are not designed to be carried out as drills or in a lesson manner; this would discourage both of you. The activities should be approached as enjoyable games and tasks.

LANGUAGE ACTIVITIES TO DO AT HOME

1. Talk to your child about "things" their name, purpose, and/or function:

animals in the zoo
- on the farm
- in the water
- in the sky

food we eat
- we drink
- meats
- vegetables
- fruits

utensils we use
- pots
- pan
- dishes
- flatware

furniture in the home
- bedroom
- living room
- kitchen
- utility

clothing we wear
- in seasons
- for different occasions

parts of the body
- arms
- legs
- head, etc.

parts of plants
- seeds
- roots
- stems
- leaves
- flowers
- blossoms

transportation
- vehicles which carry people, produce, or objects

2. Use words that describe--

color	"Which color do you want, red or pink?"
number	"How many do you see?"
size	"My ice cream is larger than yours. Mine has two scoops, yours has one scoop."
weight	"This rock is heavier than that one."
likeness	"These leaves have the same shape."
differences	"My ice cream cone is different from yours." "How is it different?"
texture	"The sandpaper is rough; the glass is smooth."
taste	"A lemon tastes sour; an orange tastes sweet."
emotions	"I am feeling happy today because . . . ."

3. Use words that indicate an action--

pushing	walking	holding	eating
pulling	running	painting	sleeping
throwing	hopping	writing	barking
catching	hugging	drinking	meowing

4. Children learn language by example. It is important to model correct grammar and usage for your child. If he/she makes an error, DON'T point it out. Set an example by saying correctly what he/she has said incorrectly.

Child: "Me go bed."

Parent: "You are sleepy. You want to go to bed. I want to go to bed."

5. Help your child increase his/her vocabulary by building on words he/she knows:

   Child: "This cake is good."

   Parent: "Yes, this cake is good; it is delicious; it is very tasty."

6. Have fun with sounds and words.

   Parent: "Let's think of all the words we can which rhyme with cat: mat, sat, bat, zat. What's a zat? There's no such thing as a zat!"

7. As your child becomes familiar with letters and their sounds, play sound games.

   Parent: "I'm thinking of a word that begins like boy. It's round; it can be thrown; it can be bounced. It begins with the letter b as in boy."

   Child: "ball"

   Parent: "Let's think of words that begin with c as in cat."

8. Language activities should include development of immediate, short-term and long-term memory.

   a. Use two toy drums. The child is to imitate beats made by parents. Then take turns.
   b. Give the child simple commands increasing in length and complexity.
   c. Help the child learn increasingly longer nursery rhymes and songs.
   d. Build the child's memory for sentences. Make up sentence stories. Child remembers what parent says, repeats sentence, and adds to it.
   e. Let the child help stir the cookie dough. He/she listens and follows parent's instructions.
   f. When the child is capable of longer-term memory, occasionally build in a reward for remembering.
   g. Play Simon Says, using simple directions.
   h. Have your child do simple tasks around the kitchen and home. Give a few specific directions, then add one at a time, as he has success.

9. Teach events in order by teaching a simple recipe using "step 1, step 2, step 3." Teach your child how to make a peanut butter sandwich using a step by step method.

10. Teach listening skills by having your child listen for sounds heard in the kitchen, living room, and outside.

11. Teach categorizing by sorting the laundry, silverware, groceries, etc.

12. Help your child learn that he/she can manipulate his/her environment through the use of speech. He/she can ask for what he/she wants and receive responses to his/her feelings by verbalizing them.

13. After your child participates in an activity with one parent, encourage him/her to share the event with others verbally.

14. Prepositions can be stressed by using toys. Direct the child to place toys in different positions; i.e., "over, under, between, on the side, next to."

15. Stress verb tense as you talk with the child. "Wash your face, please. Good, you washed your face."

"LEARNING TO WRITE" by Emma R. Tan

Question: Our 5-year-old son has had 2 years of preschool; however, he still has difficulty forming letters. The teacher has told us that he is not yet fully ready for handwriting. Is there a way of teaching him to write?"

Answer: There are many indirect ways of teaching a child to write. These activities do not necessarily involve the use of paper and pencil. Exercises that make use of the hands and fingers prepare the child for the more complex activity of writing later on.

Some of the activities utilized in preschools and kindergarten to promote writing are as follows:

1. Hammering.
2. Kneading clay or dough.
3. Cutting paper with scissors or hand.
4. Tracing.
5. Painting with brushes, hands, or fingers.
6. Threading beads.
7. Drawing with crayons, chalks, pencils, felt tip markers.
8. Tying, zipping, buttoning.
9. Pasting.
10. Screwing and unscrewing.
11. Pouring liquids.
12. Block play.
13. Paper folding.
14. Sand and water play.

There are actually many more exercises you could use at home, such as cutting vegetables with real knives, sweeping the floor, brushing screens, polishing shoes, tying shoe laces. beating eggs, digging in the garden, pouring liquids into cups and glasses, etc.

Studies of writing have shown that the development of this skill follows a definite pattern. For instance, a child will learn to draw a circle before he/she can draw a square or triangle.

On the average, the body is not biologically ready for handwriting before the child is approximately 6 years old. This theory, however, finds many exceptions among little girls. Studies have shown that girls excel in writing much ahead of boys; they achieve fine muscle control earlier. If you have daughters, you will observe this phenomenon.

Copying, even from a model, is very different for a young child because it requires not only control over the fine muscles of the hand and arm, but also the ability to perceive relationships.

For example, in the Binet Scale, tests include copying a square at 5 years, a diamond at 7, and reproducing a simple geometric figure at 10.

According to Gessell norms, the average 5-year-old can copy a triangle, but not until he/she is 7 years old can a child copy a diamond.

In the study of young children, it has been found that copying improves with age, but more with mental rather than chronological age. So it means that the more intelligent your child is, the earlier and faster will he/she be able to learn to write.

Try to get your child to do more informal indirect exercises rather than formal rigid pencil and paper activities.

ACTIVITIES TO DO AT HOME WHICH CAN HELP YOUR CHILD DEVELOP (and later maintain) AN INTEREST IN

READING

1. Make your home a home of books! Children copy the behavior of their parents. If you are a TV bug rather than a reader, your child is apt to be a TV bug, also.

2. Have books in your home which center around your child's interests.

3. Introduce your child to a library; visit the library periodically. Stress the fact that a library is a quiet place where we can enjoy books, get information, and learn about things.

4. Give books as gifts. Include the classics of early childhood (The Three Pigs, The Three Bears, The Gingerbread Boy, etc.) nursery rhymes and bedtime stories. Richard Scarry's books contain a wealth of information for young children. The classroom teacher can help by giving you titles of books appropriate for your child's age.

5. Give your child a record player and records of favorite stories. (Walt Disney Production has many early childhood classics.) Children as young as 4 years of age can be taught how to operate a record player properly.

7. READ TO YOUR CHILD EVERYDAY!!

   -- A short story at bedtime.
   -- A menu in a restaurant.
   -- A cartoon in the newspaper.
   -- A label on a can or box.
   -- A recipe.
   -- An address on an envelope.

8. Listen attentively when your child tells you stories from favorite books.

9. Ask questions about the book you are reading to him. (Do not press him/her for the correct answer if he/she fumbles! As listening, memory, and reasoning skills increase, so too will the ability to give the correct answer.)

10. Young children oftentimes "tune in" to a particular book and will want it read and reread. Be patient and respect his/her request even if you are tired of reading it weeks on end!

11. Help your child memorize nursery rhymes; act out the rhymes with him/her.

12. Subscribe to Children's Magazines, such as SESAME STREET, HIGHLIGHTS, WORLD AND RANGER RICK.[1]

13. Help your child develop an interest in newspapers and/or news magazines. Share articles and pictures with him/her. Explain the function of newspapers and news magazines. (Even very young children can enjoy the photographs in NATIONAL GEOGRAPHIC.)

14. When your child can identify uppercase and lowercase letters of the alphabet out of sequence, have him/her point out letters in books and/or newspapers. "Show me the a's," etc.

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1 Addresses for periodicals:
SESAME STREET MAGAZINE, P.O. Box 2895, Boulder, Colorado 80322.
HIGHLIGHTS, P.O. Box 269, Columbus, Ohio 43216.
WORLD, National Geographic Society, P.O. Box 2330, Washington, D.C. 20013.
RANGER RICK, The National Wildlife Federation, 1412 16th Street, NW., Washington, D.C. 20036.

PROMOTING READING READINESS

How can parents help prepare children for reading and insure that they will "take to" reading once instruciton is begun? Here are some suggestions:

1. Give the preschool child a wealth of experiences. Let him/her observe and learn on trips and excursions; the market, the store, the farm, the dairy, the florist, the airport, the dock, the museum, the zoo. Talk about what you see. Exchange ideas. Vocabulary and ideas grow this way. In this way you provide him/her with enriched experiences that will help him/her understand what he/she will read about later.

2. Be patient with his/her questions. He/she is looking for the information that will help him/her understand the world around him/her and the world as represented in books.

3. Help the child to express himself/herself clearly and to use and to pronounce words correctly. Let him/her make mistakes comfortably, without embarrassment or the feeling that he/she will be "picked on" for everything he/she says. Good conversation at home helps a lot. All through life, communicating our thoughts clearly is an important skill.

4. Help him/her to listen to stories, to enjoy them, and to make friends with books. Read him/her stories he/she can understand and enjoy. Let him/her handle books-open them, close them, turn pages. If he/she sees Mother, Dad, Sister, and Brother enjoying reading, if they turn to books for information and pleasure, his/her attitude toward reading will probably be favorable.

5. Remember, too, that children want to learn to read. Youngsters are as eager to learn to read as they are eager to walk, eat by themselves, and go to the movies unescorted. More than anything else, they want to grow up, and reading represents a step in that direction.

6. Do not force the preschool child to read.

7. Keep your efforts to prepare the youngster for reading at the "fun" and "play-a-game" level.

8. Parents and teachers work together to help the child. Home and school should be on the watch for any handicap that may interfere with school progress.

READING TO YOUR CHILD

How to read a book to your child:

-- Show delight and enthusiasm as you read. Never turn reading into a chore.

-- Try to read to your child each day.

-- Find a time when you and the child are relaxed and interested in reading, such at bedtime or after a nap.

-- Let your child choose the books and pages to read.

-- Point to the pictures as you talk about them.

-- Let the child help hold the book and turn the pages.

-- Tell a familiar story, but leave out words or parts of sentences for your child to fill in.

-- Let your child describe the pictures and tell the story to you.

-- Write down your child's homemade story and read it to him/her.

-- Ask the child to make up a story or to finish one you have started.

-- If your child periodically does not show an interest in reading, continue to read to the child as he/she plays quietly. Eventually, the child will again be eager to participate in reading.

How to choose a good book:

-- Stories should be appropriate for the child's age level. Many school or public libraries offer lists of books by age range and subject matter.

-- Pictures should be clear with not too many objects on a page.

-- The pictures should tell a story that makes sense without the printed words.

-- Stories should be for pleasure and fun, but include educational books, too. Some books may teach new speech sounds, concepts (such as farm animals, things we wear, colors) or morals (how to share, make friends, etc.)

-- Books should help add new words to the child's vocabulary.

SCIENCE ACTIVITIES TO DO AT HOME

1. A young child's natural curiosity can be stimulated through a parent's communicating and experiencing the wonders of our world with him/her. Curiosity precedes conceptualization and problem solving.

2. Help your child develop a "scientific" attitude by encouraging him/her to ask questions--what? how? why? Take the time to listen attentively and answer questions.

3. Take a nature walk with your child; talk about what he/she is seeing, hearing, feeling, smelling.

4. Encourage collecting, and provide a place for the collection (seeds, pine cones, leaves, rocks, etc.); talk about similarities and differences.

5. Provide opportunities for exploration and experimentation.

6. Buy a magnet, a magnifying glass, a simple microscope, a telescope.

7. Plant seeds, care for plants, discuss changes with age.

8. Visit museums, zoos, planetariums.

9. Talk about plants and animals--their names, similarities and differences, how they help or hinder man.

10. Subscribe to scientific periodicals, such as National Geographic's WORLD and RANGER RICK.[1]

[1] Addresses for publications:

WORLD, National Geographic Society, P.O. Box 2330, Washington, D.C. 20013.
RANGER RICK, The National Wildlife Federation, 1412 16th Street, NW., Washington, D.C. 20036.

MATH ACTIVITIES TO DO AT HOME

1. Have your child count objects; i.e., utensils, beans, buttons, rocks, etc., touching each object as it is counted.

2. Play dominoes, bingo, and other number games with your child.

3. Talk about the order of objects (this is the first _____, the second _____, etc.) and occurences. (The first thing we will do is wash our hands, the second," etc.)

4. Make comparisons, such as size, weight, length, and height.

5. Familiarize your child with money; i.e., denominations, worth, what it will buy.

6. Take your child shopping; talk about the price, show him/her the price on the object.

7. Include your child in cooking experiences; talk about amounts, ingredients, measurement.

8. Include the words "how many" in your conversation frequently; i.e., "How many _____ do you see? How many _____ do you want?", etc.

WHY IS MOTOR DEVELOPMENT IMPORTANT TO YOUR CHILD?

Often, in our rush to give children a headstart in pursuit of academic excellence, we, as parents, overlook a vital part of the child's development. The motor system forms a foundation for the growth and expansion of all human organisms. It must be carefully nurtured.

The brain controls the muscles of the body, and the ability of the brain to send the proper signals to these muscles depends upon, among other things, experiences. Walking, eye movement, balancing, throwing, writing, and doing somersaults are all motor activities that are performed by muscles, dictated by the brain, and dependent upon thousands of previous experiences. Some activities require a square, depend upon fine (small) muscle movement from both eyes and the fingers. Much of basic school readiness depends upon many muscles working together. Just standing, for instance, depends on the proper tension and extension of 200 opposing muscles. When one considers the complexity of jumping rope--the coordination of leg, hand, eye, body, and arm muscles--the precision of muscle control is fantastic.

Body movement of the newborn child starts with random movement of large muscles, and by the time he/she enters schools, a very complex communication system between brain and muscle must be developed. Each progressive step requires a series of developmental experiences. A child must first stand, then step, then walk, then run. Each milestone is an indicator of previous successes in movement.

Catching and throwing a ball is often too complex an activity for a 4-year-old. He/she must first be able to stop a rolled ball. To do this requires an estimation of its arrival time and bringing the hands together at the right moment. This involves fingers, arms, and eyes. The next step might be catching a large size bouncing ball, then a medium size ball thrown directly to the hands, and, finally, a small ball. The eyes must work as a coordinated pair of range finders. One eye is all that is necessary for reading and recognizing objects. Two eyes are necessary to determine distance and arrival time of a thrown object. Later in school, reading will depend in part upon the movement of the eyes across the page. This skill is enhanced by successful experiences in catching a rolled ball earlier in life.

Writing the alphabet will depend upon the abilities of the eyes, brain, and muscles to work together. Fine muscle control in the fingers, necessary for writing, can be aided by many games that require finger manipulation. Blocks, puzzles, stringing beads, and coloring are examples of activities which help to develop small muscle control.

It is important to note that all communication skills, reading, writing, speech, and gesturing, are motor-based abilities. Children who are deprived of a wide variety of movement experiences, especially through natural play opportunities, run the risk of perceptual and motor impairment, The child who climbs, rides a bicycle, skates, teeters on a balance board, tumbles on the carpet, and jumps on the bed has a better chance of good coordination than does the well-behaved child who sits placidly in a chair "minding manners" or watching television.

Movement experiences become a vital part of the normal development for all children. We cannot afford to leave motor development to "chance."

ACTIVITIES FOR HELPING YOUR CHILD DEVELOP BASIC MOTOR ABILITIES AT HOME

Introduction: The activities listed in this section are examples of experiences which parents can encourage or guide their children into within the normal home environment. Not only should parents provide equipment and/or materials for purposeful movement activities to take place, but, as often as possible, they should participate with the child. The activities have been listed under the basic motor abilities they help the child to refine.

BALANCE ACTIVITIES

1. Challenge the child to balance on various body parts and to use a different number of parts or body supports.
2. Climbing stairs, small ladders, etc.
3. Jumping on an old mattress spring (use like trampoline).
4. Tumbling stunts on carpet (forward rolls, head stand, etc.).
5. Walking board tasks (2-by 4-inch board, 8 by 10 feet).
6. Roller skating, skate boards, etc.
7. Using stilts, pogo sticks, etc.
8. Riding bicycles, scooters, etc.

EYE-HAND COORDINATION ACTIVITIES

1. Coloring, painting, drawing, etc.
2. Ring toss and beanbag throw games.
3. Tapping balloons.
4. Puzzles, stringing beads, sewing burlap, etc.
5. Cutting with scissors.
6. Sandbox play, clay work, cutting cookies, etc.
7. Hammering nails into boards.
8. Playing with hula hoops, frisbees, etc.
9. Plastic scoops (Clorox bottles) used with tennis balls or beanbags.
10. Marbles, jacks, etc.

11. Ball bouncing and ball catching.
12. Rope jumping.
13. "Pitch Back" Net - throwing and catching.
14. Tetherball, punching bag, etc.
15. Playing piano, organ, typing, etc.

EYE-FOOT COORDINATION ACTIVITIES

1. Stepping on footprint patterns cut from cardboard or craft paper.
2. Stepping over objects of various heights (boxes, cans, etc.)
3. Jumping and hopping into obstacles (old bike tires, etc.)
4. Walking on masking tape lines, ropes, etc.
5. Climbing stairs, ladders, etc.
6. Kicking balls.
7. Jumping rope.
8. Hopscotch.

BODY AND SPACE AWARENESS ACTIVITIES

1. Identifying basic body parts--elbows, shoulders, knees, etc.
2. Drawing pictures of self or friends and identify body parts.
3. Move body parts in specific ways as challenged--nod head, clap hands, bend elbows, shrug shoulders, etc.
4. Try creative activities: pretend to be a statue, a growing plant, a plane, a popped balloon, stuck in bubble gum, etc.
5. Simple obstacle course (going over, under, between, through, into, around objects).
6. Jumping and/or hopping to bicycle tires, hoops, etc.
7. Crawling through play tunnels, boxes, etc.
8. Swinging, climbing, exploring, using backyard play equipment.
9. Ask child to move forward, backward, sideward, etc., without touching objects or furniture within a given area.

LOCOMOTOR (TRANSPORT) ACTIVITIES

1. Moving to music, using records.
2. Crawling and/or creeping on carpet.
3. Rope jumping.
4. Jumping from objects, over obstacles, etc.
5. Hopping and/or jumping into tires, hoops, etc.
6. Skipping, galloping challenges.
7. Running short races, around obstacles, etc.
8. Hopscotch type games.

SPEECH

SPEECH AND LANGUAGE OF THE ONE-YEAR-OLD

At age 1, your child--

-- Recognizes his or her name.

-- Understands "no."

-- Understands simple instructions.

-- Imitates familiar words.

-- Uses "mama" and "dada" and several other words, usually nouns.

-- Likes to make the "sounds" of familiar animals and things.

-- Gives a toy on request.

-- Laughs a great deal.

-- Hears well and discriminates between many sounds.

-- Shows a great deal of affection--makes noises and pats parents affectionately.

-- Places a cube in a cup on command.

-- Scribbles imitatively with a crayon.

You can stimulate your 1-year-old child's speech and language by--

-- Reading colorful books to your baby.

-- Encouraging imitation games such as peek-a-boo.

-- Reciting nursery rhymes.

-- Using short words with your baby.

-- Imitating your baby's movements and vocalizations.

-- Rewarding and encouraging early efforts at producing new words.

-- Not pressuring the baby to perform for you.

-- Talking to your baby about everything you are doing when you are with him/her.

SPEECH AND LANGUAGE OF THE 2-YEAR-OLD

At age 2, your child--

-- Listens for the meaning of words, not just sounds.

-- Understands simple questions and commands.

-- Identifies body parts.

-- Use mainly names of things, actions, persons, and situations in his or her language.

-- Carries on "conversation" with self and dolls.

-- Asks "what's this?," "what's that?" and "where's my?"

-- Has a sentence length of 2-3 words.

-- Refers to self by name.

-- Names pictures.

-- Uses two-word negative phrases, such as "not go," "not right," "no want."

-- Forms some plurals by adding "s"; book, books.

-- Has around 300 words in speaking vocabulary.

-- Builds an eight-block tower.

-- Asks for drink, toilet, food.

-- Listens to stories with pictures.

-- Stays with one activity 6-7 minutes.

You can stimulate your 2-year-old child's speech and language by--

-- Reading books with simple colorful pictures.

-- Being a good speech model.

-- Repeating new words over and over.

-- Helping your child listen and follow instructions by playing games: "pick up the ball," "touch Daddy's nose."

-- Talking about what you are doing.

-- Playing records with your child.

-- Listening to your child when he or she is talking, never saying, "I don't understand you."

-- Praising the child for telling you some of the things he or she is doing and for the child's efforts at saying things.

-- Taking the child on excursion trips and talking about what you see.

-- Carrying on a conversation with him/her.

-- Asking questions to stimulate additional thought and language.

SPEECH AND LANGUAGE OF THE 3-YEAR-OLD

At age 3, your child--

-- Can match primary colors, names one color.

-- Knows night and day.

-- Understands yesterday, summer, lunchtime, tonight, little-big.

-- Begins to obey prepositional phrases like "put the block under the chair."

-- Uses words to relate observations, concepts, ideas, and relationships.

-- Frequently practices by talking to himself/herself.

-- Knows his or her last name, sex, name of street on which he or she lives, and several nursery rhymes.

-- Can tell a story or relay an idea to someone.

-- Has a sentence length of 3-4 words.

-- Has a vocabulary of nearly 1,000 words.

-- Can produce consistently m, n, ng, p, f, h, and w.

-- May repeat sounds, words or phrases, which is perfectly normal at this age.

-- Can draw a circle and a vertical line.

-- Can sing songs.

-- Expresses fatigue verbally.

-- Can stay with one activity 8 or 9 minutes.

-- Asks "what" questions frequently.

You can stimulate your 3-year-old's speech and language by--

-- Continuing to extend his/her conversation.

-- Using words he/she has trouble with frequently in your speech.

-- Teaching your child relationships of words, objects, and ideas.

-- Talking about similarities or differences between things.

-- Encouraging your child to tell stories, using books and pictures.

-- Letting your child play with other children.

-- Reading longer stories to your child.

-- Paying attention to your child when he or she is talking, remembering that repeating words and sounds is normal during this period of growth.

SPEECH AND LANGUAGE OF THE 4-YEAR-OLD

At age 4, your child--

-- Points to colors red, blue, yellow, and green.

-- Identifies crosses, triangles, circles, and squares.

-- Follows commands even though object is not present.

-- Understands "early in the morning," "next month," "next year," "noon time."

-- Can speak of imaginary conditions, such as "suppose that" or "I hope."

-- Asks many questions although more interested in how answers fit his or her own thoughts rather than just the explanation.

-- Has a sentence length of 4-5 words.

-- Asks "who?" and "why?"

-- Has a sentence length of 5-6 words.

-- Has a vocabulary of around 2,500 words.

-- Uses all speech sounds correctly with the possible exceptions of t, v, l, th, j, z, and zh (as in "measure").

-- Knows common opposites like "big/little" and "hard/soft."

-- Understands "same" and "different."

-- Counts 10 objects.

-- Carries a plot in story.

-- Uses future, present, and past tense.

-- Stays with one activity for 12-13 minutes.

-- Questions for information.

-- Distinguishes left and right hand in himself/herself, but not in others.

-- Uses all types of sentences, some of which will be complex; for example, "I can go in the house after I take off my muddy shoes."

You can stimulate your 5-year-old's speech and language by--

-- Encouraging your child to use language to express his/her feelings, ideas, dreams, wishes, and fears.

-- Commenting on what you did or how you think your child feels; this will stimulate more speech than a direct question.

-- Allowing your child to create new, free designs with crayons and pencils or paper.

-- Allowing opportunities to learn songs, rhymes, or verses from memory.

-- Continuing to read longer stories.

-- Talking with him/her as you would an adult in most instances.

-- Remembering he/she will still understand more than he/she will be able to say.

-- Listening to him/her when he/she talks to you.

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THE MOST IMPORTANT THINGS PARENTS CAN TEACH A LITTLE CHILD

by Edna LeShan

It's Peter's first day at kindergarten. He has a fresh haircut and a new red shirt and looks scared to death. Peter's mother doesn't understand this, for she's sure Peter is as well prepared for school as any 5-year-old could be. "Why," she told Peter's teachers, "he knows the alphabet, counts to 100 and can write his name, too." But as the teacher soon discovered, Peter was not ready; he seemed uneasy around the other children and spent most of the day cowering in a corner with his thumb in his mouth.

Michael, who started kindergarten the same day as Peter, doesn't know nearly as much. He can barely count to 10 and confuses many of the letters in the alphabet. But when his mother leaves him, he skips into the room, smiles shyly at the teacher, walks over to a group of children playing with trucks and asks, "Can I be the garage mechanic?" The teacher is delighted by Michael's self-confidence and ease with new children and says to herself, "Now there's a kid who's ready to learn to read and write!

In the thirty years I've worked with preschoolers, I've become increasingly alarmed over the number of parents who think--as Peter's mother did--that preparation for school is a matter of memorization and mental skills. It just isn't so. Now I have nothing against learning those essential skills; it's just that they're more appropriately taught--and easier to learn--after other important kinds of growing have gotten a good start.

Early concentration on academic tasks can also inhibit normal development. We sometimes forget that nature has its own timetable for growth. Trying to teach the average 3-year-old to write is like trying to teach a 3-month-old baby to walk. The damage could be permanent.

If a child enters kindergarten feeling happy, self-confident, optimistic, curious and friendly, I'm convinced he will learn. But if he is nervous, frightened, angry, and preoccupied with unmet needs, he won't be able to make use of the intellectual stimulation available to him. In my opinion, a child is really prepared for school--and for life--if he learned the following 10 skills:

1. <u>To Love Himself</u>.

   Self-love is the most pervasive and essential of all skills. Unless you have the capacity to cherish your own life, you can never become deeply alive--even to fulfill your own capacities. It is the first lesson we learn from the moment we are born, and we learn it from the way we're treated by the first people who care for us.

   In view of how much we love our children, it should be easy to give them a sense of self-love--but it doesn't seem to work out that way. Part of the problem is the way we were raised by our own parents.

Try to remember what you thought of yourself when you were 5. My guess is ugly. We were furious at ourselves if we were scared at night; we were ashamed of ourselves if we didn't want to let a younger cousin share a new doll. We were disappointed at ourselves if we were awkward, too shy or clumsy when Mommy had so hoped for a ballet dancer . . . .

Sometimes we can't help a child love himself until we re-evaluate some of our own attitudes--burdens we've been lugging around for all the years of our lives. It may take the kind of painful self-exploration that brings us to say, "Yes, brown eyes and olive skin really turn me off. My parents made me feel inferior because I looked like their Italian ancestors and they wanted to be American WASP's. Now that I have this baby with olive skin and brown eyes, can I behave like a grown up and see how beautiful she is--and let her know it?"

Irrational prejudices given us in our cribs are only one impediment to helping our children love themselves. Some of us also have difficulty communicating the difference between being "bad" and being "human." It makes all the difference in the world if instead of saying, "Stop being such a baby," we say, "You aren't big enough to be quiet in a restaurant yet. We'll have to try again when you're older."

There's also a big difference between saying, "You're a selfish brat," and "It's very hard to learn to share, so I'm going to help you. If you let Donna use your pail, she will let you have a turn with her dump truck."

The puritanical notion that everyone is either good or bad, and that children must, therefore, be taught to be good had probably caused more human misery than anything else. We are all born with fairly equal parts of devil and angel, and what matters is learning to live with that truth. Of course, we say, "No, you may not hit the baby," but we also say, "You're too young to stop yourself when you are angry. I must help you." Learning to accept our angers, jealousies, and unsocial impulses is part of growing up. We must also learn controls, of course, but not by denying that the impulses exist or making children feel like sinners. The child who's made to feel bad develops self-hatred--and that interferes with learning, living, and loving more than any other psychological problem.

Once the child feels cherished and protected, he can begin to feel compassion for others. One of the earliest experiences of this sort comes from loving a pet of some kind. The youngster who's had the direct personal experience of being cared for tenderly is able to hold a stray kitten gently or call for parental interference if someone is mistreating a dog. Any 5-year-old who can say spontaneously to a bird with a broken leg, "Oh, you poor little thing," has learned one of the most basic skills necessary for changing the whole quality of life on this planet!

2. To Read Behavior.

The child who enters school thinking he is a pretty wonderful person can still get sidetracked from learning if he doesn't know how to interpret behavior--other people's as well as his own. He might, for example, become so preoccupied with the two little girls in the front row who've teamed up against him that he can't concentrate on adding two and five. Or, if the teacher yells at him one morning, he might feel so embarrassed and frightened that he's unable to pay attention to his lessons the rest of the day.

But, if the child has learned something about moods and human frailty, and if he's been taught to interpret certain types of behavior, he's not apt to be so upset by such experiences. He will understand that the two girls are probably feeling scared in a new school and need a common enemy in order to feel more secure. And he'll realize that his teacher is just in a bad mood--due to a fight with her husband or a bad traffic jam on the way to work, perhaps--and she'll probably apologize tomorrow.

In addition to reading the behavior of others, a child needs to learn how to interpret his own behavior. This, too, can have a big effect on the amount of energy he has available for academic pursuits. If Junior yells at Mom at the breakfast table--if he takes one look at the scrambled eggs and says, "You know I hate them watery; I'm going to throw them in the garbage,"--then dashes out of the house, one of two things may happen in second grade that day. He may be so full of guilt and terror that he can't hear one word the teacher is saying, or he may ask himself why he blew his top. wonder if he was still mad at his Dad for yelling at him the night before, and decide to apologize when he gets home. In the latter response, he's able to forget about it while he's in school. And with no hidden agenda on his mind, he hears his teacher loud and clear.

3. To Communicate With Words.

After gaining insight into the real meaning of their behavior, children need to develop the skill of helping other people read it. If a girl can say to a teacher, "I was so scared I'd get it wrong, I just couldn't think," the teacher may realize that anxiety is no route to learning, and provide the necessary reassurance. If a child can tell his father, "You scare me when you yell so loud," chances are better that Father will try to reason with him calmly instead. Any 5-year-old who can comfortably and spontaneously communicate his feelings by saying, "I'm scared," "I love you a lot," or "There's a rumbly, tingly feeling in my middle that makes me think maybe I'm not ready for a two-wheeler," has skills that will give him the freedom he needs to think, to wonder, and to learn.

4. To Understand the Difference Between Thoughts and Actions.

Without this skill, which can be well established by the age of 5, a child may find it extremely difficult to concentrate in school. Gregory, for example, looks out the window and dreams of being a fighter pilot while his first grade teacher explains the basics of arithematic. He never hears what his teacher says because deep down he is a very angry boy. His parents have just divorced, and if he lets his real feelings surface they might well be, "I hate them both. I wish they'd drop dead." These are such terrible thoughts that Gregory has to use all his powers of concentration to keep them out of his conscious mind.

But if, in his first 5 or 6 years, Gregory had been helped to understand that thoughts are not the same as actions, and that feelings never hurt anybody, he could let the feelings happen. And all that energy he's using to avoid his feelings could be used for other pursuits--including the fascinating possibilities of adding and subtracting. He needs help in living through this very real crisis, of course, but he should be taught that it's natural to have scary feelings when you are hurt, when you are worried, or when life is very painful. It's impossible for a child to pay attention and learn if he/she's holding down feelings that he/she thinks are dangerous and bad.

5. To Wonder and Ask Why.

All the popular books and talk about the facts and skills we must teach preschool children have obscured--and almost ruined--their natural, instinctive intellectual curiosity. Often we become so preoccupied with number rods and flannel boards that we stop listening to the marvelous questions children ask all by themselves: "Why do leaves change color? What makes grass grow? Where does snow come from? How can an egg become a baby? What is dying? Why do I grow bigger? How does milk get to the supermarket? Why don't we have a lady astronaut? Why are some children hungry? How does a submarine stay under the water and not get drowned?

If we want to encourage this instinct to wonder and ask why--to learn, we must make sure that by the time a child is 5, that there are ways to find some answers. He must also learn, of course, that some questions still don't have answers, that some questions have lots of different answers, and that sometimes he has to make an effort to find his own special answers.

In her book, The Learning Child, Dr. Dorothy H. Cohen makes a profoundly important distinction between giving a child fish to eat and teaching him how to fish. If we give him fish to eat, we may satisfy his hunger momentarily, but what will happen when we are not around to feed him? It is the same with facts and information; if we always give them to a child, he'll never learn how to find his own information when he needs it. Children must be taught how to fish for their own answers.

When we say, "I don't know," "I'm busy now," "Ask Daddy," or "That's not a nice subject to talk about," we discourage a child's wish to do his own fishing and learning. If, on the other hand, we share his curiosity and offer guidance in finding the answers, we encourage the kind of intellectual development that is most meaningful throughout a person's life.

6. To Risk Failure as a Necessary Part of Growing.

In order to learn, you need the courage to make mistakes--even to fail. The first book you check may not have the answer to why birds migrate; you may have to look someplace else. The first table you make out of wood may be ugly and lopsided, but, if you're able to learn from your mistakes, the second one will turn out much better. Children need help in understanding that learning is often a long, slow process of trial and error. No great invention or scientific discovery was ever made without a great deal of experimentation and failure first.

We must make it quite clear to our children that despite what our modern educational system seems to indicate, passing and failure are not what learning is all about. In the words of a wise second grade teacher, "Schools really should teach children to be gamblers. The only way to find out what you know or don't know, the only way to learn more, is to gamble a little. We scare kids to death. Who wants to take a chance on answering a question or struggling to learn something new if they're graded on success or failure instead of effort?"

7. To Understand That Complicated Questions Do Not Have Simple Answers.

Our children's generation will have to face some very tough questions. There are no easy solutions to such problems as the lost balance in nature, the population explosion, the proliferation of weapons that can wipe all human life off the planet. If they are going to be wise and mature adults, the need to start understanding--at 2 and 3 and 4--that simple solutions never solve problems, that you really have to dig deeper and work harder. This means that if Fred takes a toy away from Pam on the playground, we don't explain it by saying, "Fred's Jewish." When a city block shows signs of decay, we don't say, "That's what happens when blacks or Puerto Ricans or Mexican Americans move into a neighborhood." Such simple answers, given to children generation after generation, have led to a life of danger and despair in many parts of our land.

We need to train children to look for root causes. "Well, maybe Joe was mean today because he came to school hungry," or "If Sarah keeps breaking the clay things you make in school, we'd better talk to the teacher. She may have to talk to Sarah's mommy and daddy to find out why Sarah is unhappy and what we can all do to help her." That's the complicated way--one that does far more for a child than, "I guess Sarah is a bad girl and you better keep away from her."

There are no simple solutions to social problems, and we do a terrible disservice to our children, to ourselves, and the the future if we mislead young children about this. We start them off on the wrong track when we emphasize questions for which simple right and wrong answers do exist. ("How much are three and six? What's the third letter of the alphabet?") Children need to experience complexity first (in all those questions they ask us, mentioned before) so they'll be prepared to face the confusion, the uncertainty, and basic inconsistencies of real life.

8. To Have a Mind of His Own.

Saying "No" is really saying, "I am." It starts as a child begins to have some self-image, some sense that he is really a separate person. Many parents become scared and angry over this eventuality when they ought to exult in it. The sense of being unique and having the power to make choices is a vital part of being human.

If a child has some sense of who he is, he'll certainly have preferences and opinions by the time he's 5. It is a skill that is very easy to teach--you just encourage your child to express his opinions without fear of reprisal! None of us wants to raise intellectual or spiritual weaklings; we want our children to make critical decisions, to have good judgment. and inner convictions. But they can't wait until they get to college to develop these skills; they begin when we say, "Now that you're almost 3, Jeff, I think you should decide whether we buy the blue or the red overalls." Or "Everybody likes some things and not others, Mary; when we have cold cereal for breakfast you can make yourself a peanut butter and jelly sandwich." Or "Well, I don't hate Mrs. Freeley, but you have a right to your opinion."

When we indicate respect for a child's own personality, his developing views, and his likes and dislikes, we prepare him for situations in which he has to make a spontaneous decision of his own--such as whether to accept a ride from a stranger who says he knows his father. When we are exasperated when the "No's" at two-and-a-half exceed the "Yes's", we might do well to remember that there will be times when we're grateful for a child's ability to say "No." Judgment improves with practice.

9. To Trust Grownups.

The 5-year-old needs to have a fundamental trust in the adults in his life if he is to devote much of his attention to academic skills. And it is difficult to trust people if they lie to you--if they tell you they'll be there when you wake up, but instead you find a baby sitter; if they tell you the doctor won't hurt you when he does. We pay a very heavy price when we play games with children in order to avoid tears. If you want to be trusted, it's better to say, "I'm going out for a few hours while you're taking your nap," even if we have to endure a miserable good-bye. And, at the doctor's, "This will probably hurt a little, but it will be over soon. You can sit on my lap and cry if you feel like it."

Many parents think consistency is what makes an adult trustworthy, but I think that's a big mistake. There is a very fine line between consistency and rigidity, and I believe it's important to a child are our attempts to be honest with him, to explain our inconsistencies as best we can and to apologize when they don't make sense.

It is possible to help a child understand that not all people are loving and kind and still give him the feeling that most of his experiences with adults will be good. The development of faith depends partly on the degree to which we are willing to share a child's feelings about people. We have to be straightforward with a child in saying such things as, "Yes, you're right, your nursery school teacher does make too much fuss about clean hands," or "Yes, I see what you mean about Aunt Clara. She is too bossy when we visit." Distrust results from feeling you're the only one who sees the unpleasant or difficult qualities in other people--and this is a common experience for children. We won't destroy a child's faith if we acknowledge human imperfection; it works the other way around.

10. To Know When to Lean on Adults

By the time a child is 5, I believe he should know there are many situations he simply cannot handle by himself or with his classmates. He cannot handle gangs of older children, teen-age drug pushers, the man who exposes himself on the playground, or the wild behavior of a class with an inexperienced new teacher. Part of trusting adults is knowing when you need help--and being able to ask for it. That may sound simple, but surprisingly few children come into kindergarten and first grade with the ability to make this choice. As a result, many are quickly caught up in situations that are so overwhelming and frightening that learning is impossible.

We need to make it clear to children that we can be friends, that we can understand their world, that we can help them without being over-protective or babying them. We say we believe in the rights of the weak and the small, but too often we don't include our children in this idealistic philosophy.

In conclusion, let me say that I am as eager as anyone to see children enjoy the wonders of learning and have a sense of pride and accomplishment in mastering the skills they need. But I know that learning is much easier when there's no unfinished business in a child's early development. What's more, I know that a child who has been helped to work toward mastery in these areas will rarely be wantonly cruel or knowingly exploitative of others. If we had focused our full attention on these skills in past generations, we might already have a nation of such citizens.

These attitudes and concerns do produce young people who care more for people than for things, who want to make love not war. If we direct more of our attention to these deeper human values, we can raise a generation of wise and loving human beings who will have the capacity to live with change, and to make the world a better and safer place to live in.

CHILDREN LEARN WHAT THEY LIVE

IF a child lives with CRITICISM,
HE learns to CONDEMN.

IF a child lives with HOSTILITY,
HE learns to FIGHT.

IF a child lives with RIDICULE,
HE learns to be SHY.

IF a child lives with SHAME,
HE learns to feel GUILTY.

IF a child lives with ENCOURAGEMENT,
HE learns CONFIDENCE.

IF a child lives with PRAISE,
HE learns to APPRECIATE.

IF a child lives with FAIRNESS,
HE learns JUSTICE.

IF a child lives with SECURITY,
HE learns to have FAITH.

IF a child lives with APPROVAL,
HE learns to like HIMSELF.

IF a child lives with ACCEPTANCE AND FRIENDSHIP,
HE learns to find LOVE in the world.

- Dorothy Law Nolte

PARENT TO TEACHER

I bring to you my little child;
Till now he has been wholly mine.
In teaching him a task divine.

If I should over-anxious seem,
Forgive me--for I love him so.
And 'tis my very life to me
The things that bring him weal and woe.

Till now the things I said and did
Were held by him as right and true;
Now he will look to you for help
And quote to me the things you do.

* * * * * * * * * * * * * *

TEACHER TO PARENT

You've brought to me your little child,
And from this time he's partly mine.
"Twill ease my task if you have taught
The love of God and truth divine.

But if the way I teach seems wrong,
And I in error seem to be,
Speak well of me before the child;
Then come and reason it with me.

I hope that he will find in me,
A friend who loves to teach the truth.
I would not have him lose his faith,
Nor disappoint his eager youth.

If in the days that are to come
Some evil thing our child should do,
Remember that 'twould pain my heart,
And I'd be just as sad as you.

- John Harrington

A CHILD MUST HAVE--

-- A child must have time to wonder, for here begins realization of an infinite power.

-- A child must have time to imagine, for here is a source of developing insights and the courage to meet the unknown.

-- A child must have the time to be alone with his/her thoughts, for here is a source of strength as one clarifies and refines ideas.

-- A child must have the time to be alert, for here is a source of preparedness.

-- A child must have time to be helpful, for here is a source of learning thoughtfulness and social maturity.

-- A child must have time to develop awe and appreciation of living things, for here is a source of humility and respect for life, especially human life.

-- A child must have time to appreciate other's ideas, for here is a source of respect for the individual and for a variety of opinions.

-- A child must have time to be thankful, for here is a source of humility.

-- A child must have time to make wise choices. for here are sources of self-confidence.

-- A child must have time to discover the new and relate the known, for here is a source of continuing learning.

-- A child must have time to "stretch" the mind, to contemplate nature and outer space, for here is a source of vision.

-- A child must have time to evaluate, for here is a source of growth and satisfaction resulting from purposeful planning.

-- A child must have time to play with that which can be neither purchased nor packaged, for here is a source of support for the inexperienced, the learner.

-- A child must have time to feel success as a result of hard work, for here is a source of courage and adventure.

SELF CONCEPT

HOW I FEEL
ABOUT MYSELF
INFLUENCES ALL
THAT I DO

The importance of self-concept in the life of a 5-year-old cannot be overstated. Helping the young child develop self-esteem must be one of the primary goals for every kindergarten teacher.

South Dakota's guide for kindergarten includes a well-written section on self-concept. The entire section on self-concept is included here.

> In the early years of childhood, a child's view of self has a profound effect on life-long functioning.
>
> Five-year-olds are well aware of their smallness in a big world. They need to develop positive feelings about themselves. They need to realize their uniqueness.
>
> It is very important that children have opportunities to complete tasks and experience success. A good classroom offers these opportunities. At this stage in their development, children should not be put in a position of competition. We cannot risk failure for the child, so it is wise to stay away from games, races, and contests centered on winners and losers.
>
> Children need teachers who will encourage and support their efforts to establish a satisfying concept of self. Many children will not be able to value themselves or believe in themselves until someone else respects them. Children are capable of nurturing behavior--a caring and helpful attitude toward one another. A classroom which encourages social interaction between the pupils and allows them to validate, to support and to encourage, and to help and love one another is indeed a nurturing and humane environment. A kind, loving, and interested teacher believes in each child's potential as an individual and supports that belief by providing a humane classroom.
>
> Each child can find something in the kindergarten program at which to succeed. If children cannot carry a tune, perhaps they can keep time on a drum. If they cannot skip, they can probably gallop. They are assured by supportive attitudes and words that they are important. Confidence and personal satisfaction grow when a child is permitted to do things for self. The feeling of self-esteem and concept of self gives each child a right start in life. It is <u>that</u> important.

NUTRICIOUS SNACKS FOR CHILDREN

Children have smaller stomachs than adults and high energy (calorie) needs for proper growth and development. Because of these two facts it is often impossible for children to eat enough food at one meal to tide them over into the next. Nutricious snacks, therefore, should be included in children's daily diets.

Snacks should be eye appealing, tasty, nutricious, and appropriate for age. Overweight children should have lower calorie snacks than those of underweight or normal weight children.

Snacks that provide calories but not a significant amount of essential nutrients are termed "junk" foods. These foods such as, soft drinks, candy, and pastries have little place in children's diets. Foods high in sugar may lead to dental cavities if proper oral hygiene is not followed. Caffeine, an ingredient found in many cola colored soft drinks as well as in coffee, tea, and chocolate, is a stimulant to the nervous system and may depress appetites.

Following are nutricious snack suggestions that have been selected from the Guide to Good Eating Food Groups. Those snacks with an asterisk (*) are lower in calories and are especially good for overweight children.

High Chair Age-1 to 2 years old (when teeth are coming in)

Finger foods-especially good for young children who have a few teeth to break up food and can chew before swallowing.

*Apple-peeled and cut in bite sizw pieces.

Bananna-cut in chunks and dipped inFresca, lemon or orange juice to prevent turning brown.

*Carrots-raw cut into short sticks or made into curls.

*Broccoli-"cook" for 5 min., and cut into short sticks.

*Cauliflower-section into flowerets, cook 5 min.,cool, break

into small pieces. Sprinkle with parmesan cheese or low calorie dip.

Celery-small pieces stuffed with peanut butter, cream cheese, (*low fat cheese for overweight children) cheese cut into strips or cubes.

*Cucumber-peel and cut into spears.

Whole Wheat or enriched toast or bread-spread with peanut butter, cream cheese, or cheese food and cut into pieces.

*Plain yogurt-with your own fruit added.

Pudding

*Graham crackers-with our withoutpeanut butter or cream cheese.

*Saltines

*Pretzels

Wheat crackers-with thin cheese slices, or bite size cheese chunks

*Bread sticks-plain

Vanilla wafer-with or without peanut butter, or thin sliced cheese

Three to Five Year Olds-larger portions of the previously listed snack ideas

*Celery sticks-plain

lettuce or fresh spinach-cut into small pieces and dipped into dressing (mashed banana and yogurt,peanut buter and yogurt, mayonaise and whole milk).

*Cherry tomato-cut in half or whole

Cubes of flavored gelatin

Cookies-cut in small interesting shapes, made from whole wheat or enriched flour. May add peanut butter, chopped

nuts,raisins or sesame seeds.

Milkshakes

Milk-(%Lowfat cottage cheese for overweight children) mixed with fresh fruit or chopped raw vegetables- such as cucumbers or yellow squash)

Unsweetened or non-frosted cereal- with a fresh fruit topping and milk (%lowfat or skim milk for overweight children)

Frozen Juices-freeze regular juice in a small paper cup with sticks to make your own popsicles.

Six to Ten Year Olds-larger portions of the previously listed snack ideas.

Lettuce or Spinach-roll up a slice of cheese or soft meat spread (devilled ham, chicken spread) with a leaf of lettuce.

Fresh fruit kabobs

Half an English Muffin-topped with melted cheese and tomato slice

%Hard Boiled egg-or deviled egg made with plain yogurt, mayonaise or salad dressing

Half peanut butter, cheese, or meat sandwich.

%Fresh Fruit

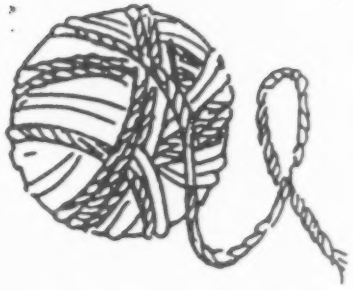
Raw Vegetables-broccoli, cauliflower, spinach leaves, radishes, parsnips, dill pickles, and turnips

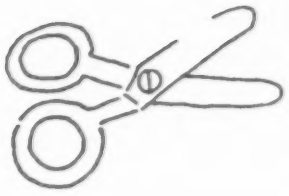
Nuts-dry roasted or unsalted

Pizza

%Unbuttered p - can toss with parmesan cheese

Malted Milk

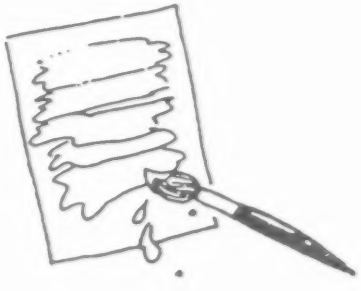




Dear Parents,

During this school year, your child will be taking part in many different arts-and-crafts activities. You can help us gather the supplies we will need for these projects by collecting some of the following materials you may have around the house. We will be using:

- aluminum pie pans
- beads and buttons
- caps and lids from jars, spray cans, toothpaste tubes, and shampoo bottles
- cardboard
- cardboard oatmeal and salt containers
- coffee cans
- fabric scraps
- hangers
- hardware items (nuts, bolts, washers)
- margarine tub containers
- old stockings and panty hose
- plastic egg cartons
- plastic-foam meat trays and packing material
- sandpaper
- sewing trims (rickrack, ribbons, ball fringe, sequins)
- sponges
- wallpaper scraps
- yarn



Please save this list, and send in some of the materials listed above with your child whenever you can.

Thank you for your help.

Sincerely,

Mrs. Patricia Brown

I HOPE THAT THIS BOOKLET HAS GIVEN YOU SOME INFORMATION CONCERNING WHAT WE DO IN SCHOOL! IN ORDER FOR THE SCHOOL TO DO ITS WORK MORE EFFECTIVELY, THE HOME AND SCHOOL MUST WORK TOGETHER!!!

THERE WILL BE MANY OPPORTUNITIES TO TALK ABOUT THE BEHAVIORS AND GROWTH OF YOUR CHILD...AND I WILL BE REPORTING PERIODICALLY ON YOUR CHILD'S PROGRESS. I ASK THAT YOU MAINTAIN FREQUENT CONTACT WITH ME AND THE SCHOOL, ESPECIALLY IF THERE IS SOMETHING THAT YOU QUESTION OR ARE UNCERTAIN ABOUT. JUST CALL THE SCHOOL OFFICE (7-8362) AND MAKE AN APPOINTMENT TO TALK WITH ME.

MEANWHILE, IF YOUR CHILD HAS ANY HEALTH PROBLEMS OR REQUIRES ANY SPECIAL ATTENTION, PLEASE CONTACT ME AT THE SCHOOL. LIKEWISE, I WOULD LIKE TO KNOW WHERE TO REACH YOU IF YOU SHOULD BE AWAY FROM HOME OR YOUR WORK SETTING DURING THE DAY.

I LOOK FORWARD TO HAVING YOUR CHILD IN OUR CLASSROOM THIS YEAR ABD HOPE THAT THIS IS THE FIRST OF MANY CONTACTS THAT I WILL BE HAVING WITH YOU.

SINCERELY,

Mrs Patricia Brown

Mrs. Patricia Brown,
Kindergarten Teacher

August 26, 1988

APPENDIX B

PARENT QUESTIONNAIRE

INFORMATION QUESTIONNAIRE

Please check the ones that apply.

There are _____ children in my family.

1	2	3	4	more
(4)	(9)	(3)	(2)	(0)

12 Children are between the ages of 0-6.
2 Children are between ages 7-12.
4 Children are between ages 13-19.
-0- Children are over 20 yrs of age.

I am the biological parent. 14
I am the adoptive parent. 0
I am the legal guardian. 0
I am the step parent. 4
I am the baby sitter/caretkr. 0

Both parents work. 16
Only mother works. 2
Only father works. 5

Please mark your age:

16-20	__
21-25	2
26-30	8
31-35	6
36-40	2
41-45	__
Older	__

When I discipline my child...
8 I lose my temper and shout.
8 I spank my child.
1 I take something away from my child.
2 I use "time out" with my child.
3 Other (It depends on the situation...)

(Some parents listed more than one type of discipline...)

APPENDIX C

TEACHER COMMENTS

COMMENTS FROM THE TEACHERS ON KINDERGARTEN

* Those children are really slow!

* They are so bratty!

* These children should have learned to behave themselves before they came to school.

* They sure don't know what they are doing.

* Don't they know how to walk quietly.

* Do they have to disturb the classes when they walk down the halls? Are they ever quiet?

* I sure wasn't like that when I was in Kindergarten.

* Just let them play; they'll learn next year in First Grade.

* They always ask questions ... and sometimes they are so silly.

* What they say in school is not always true.

* Is there no way you can punish them?

* I'd call the parents up and just tell them about the problem.

* Just give them a test and then you'll see what they should know and don't.

* It's not the parent's job ... the Kindergarten teacher should correct the problem. It's her/his job!

* Do they have to come to the school assemblies. They really don't know how to sit still and behave.

* One consolation is that they will grow up.

(These are all comments that were taken at random from the teachers in the various locations having a Kindergarten Program.)

Houghton Mifflin Reading Program

Test for **Ready Steps**

By Robert L. Hillerich • Timothy G. Johnson CONSULTANT: *Betty M. Collins*

PUPIL'S TEST RECORD SHEET

PUPIL'S NAME AGE Yrs. Mos.

TESTER'S NAME

SCHOOL

CITY STATE

DATE OF TESTING

PUPIL'S PROFILE

	Subtest 1 Auditory Discrimination	Subtest 2 Instructional Language	Subtest 3 Following Oral Directions	Subtest 4 Listening Comprehension	Subtest 5 Sequencing	Subtest 6 Oral Language Development	Subtest 7 General Vocabulary	Subtest 8 Categorizing	Subtest 9 Using Oral Context	Subtest 10 Letter Form Discrimination	
Possible Score	18	15	12	8	8	*	36	6	6	14	Possible Score
Readiness Score	15	12	10	6	6	4.0	30	5	5	11	Readiness Score
Pupil's Score											Pupil's Score
18	15	12	8	8	*open-ended	36	6	6	14		
READINESS SCORE 15	12	10	6	6	4.0	30	5	5	11		READINESS SCORE
12	9	8	5	5	3.5	24	4	4	9		
9	7	6	4	4	3.0	18	3	3	7		
6	5	4	3	3	2.5	12	2	2	4		
3	2	2	1	1	2.0	6	1	1	3		

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ISBN: 0-395-29690-0

Subtest 1
AUDITORY DISCRIMINATION

(Use Cards 1-6; directions in Test Manual.)
Correct responses are underlined.
Put a ✓ beside child's response.

CARD 1

1. pan	man
2. cat	hat
3. yarn	barn

CARD 2

4. mop	top
5. bun	sun
6. jet	net

CARD 3

7. bear	pear
8. coat	goat
9. mail	nail

CARD 4

10. ring	wing
11. van	fan
12. time	dime

CARD 5

13. sheet	seat
14. cheep	jeep
15. socks	fox

CARD 6

16. pie	tie
17. locks	rocks
18. wheel	heel

Readiness Score: 15 **Pupil's Score: ___**

Subtest 2
INSTRUCTIONAL LANGUAGE

(Use Cards 7 and 8; directions in Test Manual.)
Put a ✓ by each correct response.

CARD 7: *(Top)*

1. on
2. under
3. in
4. above

CARD 7: *(Bottom)*

5. same

CARD 8: *(Top)*

6. different

CARD 8: *(Bottom)*

7. first
8. next
9. last
10. orange
11. blue
12. green
13. black
14. red
15. brown

Readiness Score: 12 **Pupil's Score: ___**

Subtest 3
FOLLOWING ORAL DIRECTIONS

(Use directions in Test Manual.)
Put a ✓ in each box correctly completed.

1.	book		
2.	chair	sit	
3.	paper	table	sit
4.	door	desk	pencil
5.	table	sit	stand

Readiness Score: 10 **Pupil's Score: ___**

Subtest 4
LISTENING COMPREHENSION

(Use directions in Test Manual.)
Put a ✓ by each item mentioned by the child.

1. Sally
2. father
3. zoo
4. animals
5. liked monkeys
6. threw peanuts
7. one monkey threw back
8. laughed and laughed

☐ *If child retells story in correct sequence, put a ✓ in the box.*

Readiness Score: 6 **Pupil's Score:**

Subtest 5
SEQUENCING

(Use Picture Card Sets A and B; directions in Test Manual.)
Number the child's selected sequence below.
Put a ✓ by those numbers wherever correct.

Set A ☐

..... carrying ladder (1)
..... climbing ladder (2)
..... has apple (3)
..... eating apple (4)

Set B ☐

..... filling wagon (1)
..... riding down hill (2)
..... tips over (3)
..... picking up (4)

If child's sequence differs from "correct" sequence but child justifies it, put a ✓ in the box and count item as correct.

Readiness Score: 6 **Pupil's Score: ___**

Subtest 6
ORAL LANGUAGE DEVELOPMENT

(Use Picture Card Set B; directions in Test Manual.)
See Test Manual for scoring procedure.

Readiness Score: 4.0 **Pupil's Score: ___**

Subtest 7
GENERAL VOCABULARY

(Use Cards 9-14; directions in Test Manual.)
Put a ✓ by each item correctly identified.

If a picture is incorrectly identified, you may want to write what it was called beside its correct name below.

CARD 9
- cat
- goat
- horse
- pig
- dog
- cow

CARD 10
- shoes
- coat (jacket)
- sweater
- hat
- shirt
- socks

CARD 11
- bed
- table
- chair
- rug
- lamp (light)
- telephone (phone)

CARD 12
- banana
- bread
- carrots
- pear
- milk
- eggs

CARD 13
- car
- bike
- plane (jet)
- boat (ship)
- bus
- truck

CARD 14
- monkey
- tiger
- lion
- kangaroo
- giraffe
- bear

Readiness Score: 30 **Pupil's Score: ___**

Subtest 8
CATEGORIZING

(Use Cards 9-14; directions in Test Manual.)
Put a ✓ on the blank by each category correctly named.

If a category is not identified according to the word or words listed below, you may want to write the pupil's reply above that category.

CARD 9
..... Animals
(farm, tame)

CARD 10
..... Clothes
(wear them)

CARD 11
..... Furniture
(find in houses)

CARD 12
..... Food
(eat them)

CARD 13
..... Transportation
(ways to travel; ride in them)

CARD 14
..... Animals
(wild, zoo)

Readiness Score: 5 **Pupil's Score: ___**

Subtest 9
USING ORAL CONTEXT

(Use directions in Test Manual.)
Write the word suggested by the child on the line by each number below and place a ✓ beside it if acceptable.

..... 1. .....
..... 2. .....
..... 3. .....
..... 4. .....
..... 5. .....
..... 6. .....

Readiness Score: 5 **Pupil's Score: ___**

Subtest 10
LETTER FORM DISCRIMINATION

(Use Cards 15-18; directions in Test Manual.)
Put a ✓ beside each letter for which the pupil finds the one that is the same.

CARD 15
1. ..... E
2. ..... S
3. L

CARD 16
4. ..... W
5. ..... G
6. ..... B
7. ..... N

CARD 17
8. ..... m
9. c
10. ..... h

CARD 18
11. l
12. ..... s
13. ..... w
14. ..... d

Readiness Score: 11 **Pupil's Score: ___**

Houghton Mifflin Company

One Beacon Street, Boston, Massachusetts 02108
(617) 725-5000 Cable HOUGHTON

School Division

95

February 6, 1989

Mrs. Patricia Brown
Box 259 USNF
F.P.O. New York, NY 09597

Dear Mrs. Brown:

I am writing in response to your letter of January 24, 1989. I am pleased to grant you permission to copy our Ready Steps test for Kindergarteners, (c) 1981.

The following conditions apply:

1. The credit acknowledgment Ready Steps (c) 1981, used with permission of Houghton Mifflin Company shall be used to give full credit in every copy printed on the copyright or acknowledgment page, as a footnote on the page on which the material first appears, or elsewhere in the place(s) and form(s) designated herein.

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Thank you for your interest in Houghton Mifflin and I wish you success with your Practicum.

Sincerely,

Pamela Korzeniowski
School Administration

APPENDIX E

READINESS SCORES

	Possible Score	18	15	12	8	8	* Varies	36	6	6	14
	SUBTEST	1	2	3	4	5	6	7	8	9	10
	Readiness Score	15	12	10	6	6	4.0	3.0	5	5	11
NAME		Auditory Discrimination	Instructional Language	Following Oral Directions	Listening Comprehension	Sequencing	Oral Language Development	General Vocabulary	Categorizing	Using Oral Context	Letter Form Discrimination
1.	Boy - age 5.2	17	15	12	8	8	6.1	36	6	6	14
2.	Girl - age 5.6	18	14	12	8	8	5.2	36	6	6	14
3.	Boy - age 5.6	15	12	12	8	8	5.2	36	6	6	14
4.	Boy - age 5.7	14	14	11	8	8	6.0	36	6	6	14
5.	Girl - age 5.7	16	15	12	8	8	5.2	36	6	6	14
6.	Girl - age 5.5	18	13	10	8	8	5.0	35	5	5	12
7.	Girl - age 5.6	18	14	12	8	8	6.6	36	5	5	14
8.	Girl - age 5.4	18	12	11	8	8	5.5	34	5	6	14
9.	Girl - age 5.6	18	15	12	8	7	4.6	36	5	6	12
10.	Boy - age 5.5	17	14	12	6	7	4.9	36	6	6	14
11.	Girl - age 5.6	18	15	10	6	6	5.0	36	6	5	11
12.	Girl - age 5.0	15	11	10	6	5	4.0	30	5	5	11
13.	Boy - age 5.0	15	10	7	5	6	4.0	30	6	6	10
14.	Boy - age 4.11	16	10	12	6	6	4.0	25	4	5	10
15.	Boy - age 4.10	17	13	6	3	6	3.0	30	3	5	10
16.	Boy - age 4.9	13	10	8	4	3	4.0	30	4	6	12
17.	Girl - age 4.9	12	8	6	3	3	3.1	32	2	5	12
* 18.	Girl - age 5:11	10	6	5	2	1	2.0	30	0	3	10
19.											
20.											
21.											
22.											
23.											
24.											
25.											
26.											
27.											
28.											
29.											
30.											
31.											
32.											
33.											
34.											
35.											

APPENDIX F

WORKSHOP PROGRAM
November 2-23, 1988

Date	Workshop	Guest Speaker
Nov. 2	Introduction to the Kindergarten Program, the curriculum, and DoDDS program	Mrs. P.Brown, Teacher
Nov. 9	Health & Nutrition and the Child	Mrs.B.Girouard, RN and Mrs. S. Bucher, RN
Nov. 16	Identifying learning problems in the school and the "Child At Risk" for learning.	Mrs.B. Hopkins, MUN Diagnostic UNIT
Nov.23	Services Available at the Child Care Center	Mrs.M.Cummings, Director
	Coordination & Extension in the PreSchool	Mrs.J.Eagen, PreSchool Teacher
	Ideas for Home and Extra Work Certificates	Mrs.P.Brown, Teacher Workshop sponsor

APPENDIX G

PARENT LETTERS OF INVITATION

101

Mrs. Patricia Brown
Box 4 USNF
Argentia, Newfoundland
AOB 1WO

November 2, 1988

Dear Parents,

As a partial requirement for my Educational Doctorate at Nova University, I will be interested in your opinions on the information presented on the enclosed questionnaire regarding the improvement of parent/school communication.

The parent workshops will provide answers in many facets of your child's growth and development. We are fortunate to be able to take advantage of many of the "experts in the field."

This program has been approved by CDR T. Keehn, USN, and Mr. V. L. Weaver, Principal. Upon completion of the four workshops, you will receive a certificate. You will also have taken the first steps toward real intervention in your child's learning.

Please find the enclosed copy of the workshop schedule and the initial questionnaire. Send the completed questionnaire back to school as soon as possible. I have enclosed envelopes for you to do this as well. Just drop them in the military mail or send them to school. NAMES ARE NOT REQUIRED ON THE QUESTIONNAIRE-unless you have a comment and would like a response!

Thank you,

Mrs. Patricia Brown

Mrs. Patricia Brown

QUESTIONNAIRE FOR WORKSHOPS

Please check the ones that apply

1. Would you be willing to attend four meetings explained on the sheet below?

YES (20) NO (6)

2. Would you like to see any additions or deletions in the workshop schedule?

YES (0) NO (0)

Date	Workshop	Speaker
Nov. 2	Intro. to Kindergarten Curriculum and DoDDS Program	Mrs. P. Brown
Nov. 9	Health and Nutrition for the Young Child	Mrs.B.Girouard, RN and Mrs.S. Bucher, RN
Nov.16	Identifying the Child "At Risk" for learning.	Mrs.B.Hopkins, MUN Diagnostic Unit
Nov.23	Services available in the Child-Care Center	Mrs.M.Cummings, Director
	The Preparation in Pre-School	Mrs. J. Eagen, Pre-School Tchr.
	Helps at Home & Certificates	Mrs.P. Brown, Teacher/ Workshop Sponsor

APPENDIX H

POST QUESTIONNAIRE

POST QUESTIONNAIRE for WORKSHOPS

Please circle the ones that apply:

1. How effective do you feel the discussions were?

Poor	Average	Excellent
		(10)

2. How productive was the discussion after the speaker presented the topic?

Very valuable	Moderately valuable	Not at all
(10)		

3. How did the conclusions of these workshops affect your thinking?

Very Much	Adequately	Not at all
(2)	(8)	

4. Was your contribution to the discussion considered?

Ignored	Accepted partially	Accepted entirely
	(2)	(8)

5. Did this group support good communication?

Competative	Perfect	Cooperative
	(1)	(9)

6. How effective was the leader in keeping things moving?

Poor	Average	Excellent
	(2)	(8)

7. What part of the Parents present tonight took part in the discussions

20%	40%	60%	80%	100%
	(1)	(8)	(1)	

There were ten (10) parents present for this session and the above is the rating that was given.

APPENDIX I

PARENT QUESTIONNAIRE RESULTS

106

PRE-INFORMATION INTERVIEW QUESTIONNAIRE

Please check the ones that apply:

1. Did you know anything about the Kindergarten Program before you enrolled your child in school?

YES	NO
(8)	(10)

2. Did you know what to expect of your child at this level?

YES	NO
(6)	(12)

3. How would you like to be involved with your child's Kindergarten class?

2	As a classroom aide
12	home assigned tasks
2	special projects
2	field trips

4. How important is Kindergarten to your child?

12	Very Important
4	Helpful
2	Somewhat
__	Not at all

5. How do you feel about the current Report Card? The Kindergarten children receive a card in January, April, and June.

__	They're Great!
__	They're O.K.
4	Some improvement is needed.
5	Lots of improvement is needed.
6	Not effective as a measurement tool at all!
2	Too impersonal for the young child.
1	I've got a suggestion-listed on back!

(SKIP REPORT CARDS FOR KINDERGARTEN!)

6. What changes would you like to see in the methods of assessment for the Kindergarten?

(no one responded!) NONE LISTED ON BACK

7. How do you feel about the Snack Program?

10	Keep it going!
1	I'd like to help
3	I don't like the snacks my child gets.
2	I would like to send a snack for my child.
__	I would like each mother to plan a day of snacks.
2	My child doesn't needs snacks in school.

8. Do you feel that the Kindergarten teacher s the parents should work together in the educational program.

YES	NO
5	13

9. How often should the parent visit the teacher and the Kindergarten classroom?

AS NEEDED/	REGULARLY/	AT REPORT CARD TIME/	2x YR.
(10)	(3)	(3)	(2)

10. Do you feel that the teachers should visit the homes of the Kindergarten students?

YES	NO
(6)	(12)

PARENT INVOLVEMENT QUESTIONNAIRE

Please check the ones that apply:

1. At this time my involvement in the school is:

MUCH	SOME	NONE
(1)	(6)	(11)

2. My desire to be involved in the school is:

MUCH	SOME	NONE
(2)	(13)	(3)

3. I would like to help the class by:

5 Collect junk for classroom activities
5 Work on project preparation at home.
2 Helping with projects for the children in the classroom.
3 Prepare art/craft materials with instructions from the teacher.
__ Monitoring Kindergartners in the School Bus.
__ Help with snacks or snack preparation.
3 Serve on the telephone committee disseminating all the information on activities to the parents.
_ Constructing equipment for the class use.
_ Supervising small group activities-1X wk.
_ " " " " "- every other day
_ " " " " "- every 2 Wks.

4. I would like to help out in the following ways:

__ Leading small group discussions with children
_ Working at an activity center
3 Being a resource person-sharing a hobby
_ Assisting with outdoor play
_ Assisting in musical activities
10 Assisting in the supervision
5 Acting as chaperone on field trips

APPENDIX J

PERMISSION AND APPROVAL LETTERS

110

Mrs. P. Brown
Box 4 USNF
Argentia, Nfld.
A0B 1W0

October 21, 1988

Captain L. Bucher, Commanding Officer
USNF
Argentia, Newfoundland
A0B 1W0

Dear Captain Bucher,

As per the conversation with CDR Keehn on the need for parent workshops at the Early Childhood level, I would like to invite you formally to attend the workshops that I have arranged for the parents of the Kindergarten class on the base.

In addition to the fact that these topics impact on our children to a great degree, as well as being the concern of the US Military, on Child and Family Advocacy, I feel that these workshops will be beneficial to all our parents. This is a partial requirement for completing my Practicum I for my Ed. D. degree at Nova University.

The workshops will be scheduled on Wednesday evenings at 1930 p.m. in the Kindergarten classroom. They are scheduled for November 9, 16, 23, and 30, 1988. Enclosed please find a program for the specific topics and the guest speakers/discussion leaders.

Sincere Thanks,

Mrs. P. Brown

Mrs. P. Brown

Mrs. P. Brown
Box 4 USNF
Argentia, Nfld.
AOB 1WO

October 21, 1988

CDR T. Keehn, Executive Officer
USNF
Argentia, Newfoundland
AOB 1WO

Dear CDR Keehn,

As per our conversation, I would like to invite you formally to attend the workshops that I have arranged for the parents of the Kindergarten class on the base.

In addition to the fact that these topics impact on our children to a great degree, as well as being the concern of the US Military, on Child and Family Advocacy, I feel that these workshops will be beneficial to all our parents. This is a partial requirement for completing my Practicum I for my Ed. D. degree at Nova University.

The workshops will be scheduled on Wednesday evenings at 1930 p.m. in the Kindergarten classroom. They are scheduled for November 9, 16, 23, and 30, 1988. Enclosed please find a program for the specific topics and the guest speakers/discussion leaders.

Sincere Thanks,

Mrs. P. Brown

Mrs. P. Brown

Mrs. Patricia Brown
Box 4 USNF
Argentia, Nfld.
A0B 1W0

October 15, 1988

Mr. V. L. Weaver, Principal
A.L. Bristol School
Box 4 USNF
Argentia, Newfoundland
A0B 1W0

Dear Mr. Weaver,

You may recall our conversation at the beginning of the school year 88/89 regarding the importance of home/school communication especially at the Kindergarten level.

At that time I mentioned that I would like to create a program that would involve all parents in the improvement of the home/school communication. This was, in part, a requirement for the Ed.D which I am currently pursuing from Nova University.

Your comment to make this optional to the parents was understood and will be met with compliance.

The condensed version of the program is submitted for your examination. Your reaction and advice would be most appreciated. Hopefully, you will be able to attend one or more of the parent workshops.

I thank you in advance for finding the time to help me with this project.

Respectfully,
Mrs. Patricia Brown
Mrs. Patricia Brown

APPENDIX K

SPEAKERS LETTERS OF INVITATION

114

Mrs. P. Brown
Box 4 USNF
Argentia, Nfld.
A0B 1W0

October 21, 1988

Mrs. Barbara Hopkins, Learning Diagnostician
Memorial University
Education Department
St. John's, Nfld.
A1B 3XB

Dear Barbara,

I would like to invite you formally to share with the parents and I information on Learning Disabilities in the school today, and the need for early recognition of these problems.

This is a partial requirement for completing Practicum I for my Ed.D. at Nova University.

The workshop I have scheduled for you is on November 23, 1988. It will be in the Kindergarten room of the school. The starting time is 1950 hrs. There is a possibility of 28-35 people who will possibly be there. If there is anything that you will need for this workshop, please contact me.

I look forward to having dinner with you, prior to the workshop. It will provide me with an opportunity to prepare for of the topics that can be addressed.

Respectfully.

Mrs. Patricia Brown

Mrs. Patricia Brown
Box 4 USNF
Argentia, Nfld.
A0B 1W0

October 21, 1988

Mrs. Becky Girouard, RN
Medical Department USNF
Argentia, Nfld. A0B 1W0

Dear Becky,

I would like to invite you formally to share with the parents and I any information on Health, Nutrition, and the Growing Child. As Child Abuse is the concern of our country, I would appreciate it if you would also share the information you have on this topic. With both you and Mrs. Susan Bucher, RN, there should be a power packed supply of information available to the parents.

In addition to the fact that those are the topics that impact on our children in this military base, I feel that these workshops will be beneficial to all our parents. This is a partial requirement for completing my Practicum I for my Ed.D. degree at Nova University.

The workshop I have scheduled for you is on November 9, 1988. It will be in the Kindergarten classroom of the school at 1930. There is a possibility of 28-35 people in attendance. If there is anything you need for this lecture, please contact me.

Sincere Thanks,

Mrs. Patricia Brown

Mrs. Patricia Brown
Box 4 USNF
Argentia, Nfld.
AOB 1WO

October 21, 1988

Mrs. Susan Bucher, RN
Medical Department USNF
Argentia, Nfld. AOB 1WO

Dear Susan,

I would like to invite you formally to share with the parents and I any information on Health, Nutrition, and the Growing Child. As Child Abuse is the concern of our country, I would appreciate it if you would also share the information you have on this topic. With both you and Mrs. Susan Bucher, RN, there should be a power packed supply of information available to the parents.

In addition to the fact that those are the topics that impact on our children in this military base, I feel that these workshops will be beneficial to all our parents. This is a partial requirement for completing my Practicum I for my Ed.D. degree at Nova University.

The workshop I have scheduled for you is on November 9, 1988. It will be in the Kindergarten classroom of the school at 1930. There is a possibility of 28-35 people in attendance. If there is anything you need for this lecture, please contact me.

Sincere Thanks,

Mrs Patricia Brown

Mrs. Patricia Brown

Mrs. Patricia Brown
Box 4 USNF
Argentia, Nfld.
A0B 1W0

October 21, 1988

Mrs. Marsha Cummings, Child Care Director
USNF
Argentia, Nfld. A0B 1W0

Dear Marsha,

I would like to invite you formally to share with the parents and I information on child growth and development and the things that you expect of the parents in the Child Care Center. With both you and Mrs. Eagen, there should be a power packed supply of information available to the parents for both presentation and discussion.

In addition to the fact that these topics impact on our children to a great degree, I feel that these workshops will be beneficial to all of the parents as well. This is a partial requirement for my Practicum I as I prepare to receive my Ed. D. from Nova University.

The workshop I have scheduled for you is on November 23, 1988. It will be in the Kindergarten classroom of the school. Our meeting will be at 1930 hrs. There is a possibility of 28-35 people who will come to this lecture. If there is anything you will need, please let me know.

Sincere Thanks,

Mrs. Patricia Brown

Mrs. Patricia Brown

Mrs. Patricia Brown
Box 4 USNF
Argentia, Nfld.
A0B 1W0

October 21, 1988

Mrs. Jean Eagen, Preschool Teacher
USNF
Argentia, Nfld. A0B 1W0

Dear Jean,

I would like to invite you formally to share with the parents and I information on child growth and development and the things that you expect of the parents in the Child Care Center. With both you and Mrs. Cummings, there should be a power packed supply of information available to the parents for both presentation and discussion.

In addition to the fact that these topics impact on our children to a great degree, I feel that these workshops will be beneficial to all of the parents as well. This is a partial requirement for my Practicum I as I prepare to receive my Ed. D. from Nova University.

The workshop I have scheduled for you is on November 23, 1988. It will be in the Kindergarten classroom of the school. Our meeting will be at 1930 hrs. There is a possibility of 28-35 people who will come to this lecture. If there is anything you will need, please let me know.

Sincere Thanks,
Mrs. Patricia Brown
Mrs. Patricia Brown